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ABSTRACT

This report focuses on the structure of the district, criteria for progress, and educational research data that provide background for implications for change. The report makes five recommendations: (1) reorganize the school structure to early childhood (ages 3-7), elementary (ages 8-10), middle school (ages 11-13), and high school (ages 14-17); (2) construct a new senior high school for 3,000 students; (3) add to and remodel some of the existing schools; (4) establish a central kitchen and provide food service to every school; and (5) establish a central administrative center to serve the entire district. Tables, maps, charts, photographs, and floor plans accompany the text. (MLF)

ED050472

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SCHOOL BUILDING NEEDS

School District of the City of
Benton Harbor, Michigan

May, 1970

EA 003 496

Engelhardt and Engelhardt, Inc., Educational Consultants
Purdy Station, Westchester County, New York

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I

THE DISTRICT

In 1965 the present School District of the City of Benton Harbor was 18 separate school districts. By 1967 it had formally become one school district. The District owns 27 schools. In addition, it owns a church which is now used for classrooms and rents two spaces, one for a preschool program and another for a vocational program. There is considerable variation in quality among the school buildings and in the materials and equipment with which they are supplied. Some of the schools are smaller than desirable under the present educational program.

In the total picture enrollments exceed capacity by only 15 per cent, yet some schools are critically overcrowded, and many substandard spaces are being used. Future enrollments in the elementary grades are expected to decline, while those in grades six through eight will remain stable for several years. Enrollments in grades nine through twelve are expected to rise slightly and then stabilize at least until the end of the decade.

Organization of the schools has been generally not uniform. Next year, however, it is planned to organize the schools essentially on the basis of kindergarten through grade six, grades seven and eight, and grades nine through twelve. This will be one step toward the implementation of the recommended long-range plan.

A major concern of the school district is the question of integration of the schools. Many are heavily black or heavily white, and the housing patterns do not contribute to an easy solution.

The school district is a changing community. It is also a heterogeneous community. It contains urban complexities and rural simplicities. The two do not always mesh well, and consolidation itself is often painful. Yet each has its strengths and values and its weaknesses. And it is the challenge of the community, fortunately or unfortunately with its schools as the instrument, to create some measure of unity and stability, at the same time to retain diversity and the capacity for change.

The immediate future years will see the Benton Harbor school district facing many serious and difficult problems. These problems need to be solved if the quality of education is to be maintained and expanded for all the young people. This will require total community action and thorough understanding by each citizen of the importance of making progress and changes in the educational program. Your consultants have met with many individuals and community groups and have analyzed the needs of pupils in the school system. In their opinion it is most important that greater coordination among the various community groups is essential. There must be a unification of purpose and a far broader understanding of needs if necessary changes are to take place. Business and industrial representatives, The Citizens Advisory Committee, Model Neighborhood representatives, civil rights interests, PTA's, as well as the Board of Education and the school administrative staff, need to mobilize in one massive effort to understand what the school system can do to improve the entire community, to raise the levels of achievement, to prevent the enormous dropout that is now occurring, and to establish a much firmer economic base for industrial and commercial growth through the improvement in capabilities of all the people who live in Benton Harbor. It is essential that the educational budget be increased not only for operational but also for capital outlay purposes. This can only be accomplished through a united community and by a broad public education program which will reach into every home in the school district. It is recognized that this is a massive program but one that is most essential if Benton Harbor is to move forward socially and economically in the 1970's.

II

CRITERIA FOR PROGRESS

This study if it is to fulfill its mission must lead to progress and improvement of the Benton Harbor School System. In evaluating the present system and establishing long-range objectives it is necessary to measure the present and develop future plans against certain criteria. This section of the report establishes these criteria.

The Benton Harbor School District is composed of 12,000 young people representing a very wide range of human resources, social background, physical well being, and learning capabilities. The group is so heterogeneous and diverse that the range of individual needs in and out of school is extremely broad.

At present, about 40 per cent of the pupils live within the City of Benton Harbor. By 1974 it is expected that only 32 per cent will live within the City limits. The white enrollment within the City is 19 per cent; outside the City it is 69 per cent. By 1974 39 per cent of the total district enrollment will be white compared with the present figure of 51 per cent. By 1974, 71 per cent of the pupils in the first grade will be black. In 1962 63 per cent of the births were to white parents. By 1968 the percentage had dropped to 36.

During the past 2-1/2 years the average annual exodus of white pupils has been at the rate of 3.7 per cent while the average increase of the non-white group has been 6.4 per cent.* This trend is also indicated by a comparison of total population in the census of 1960 and 1968.

	1960	1968
City of Benton Harbor	19,136	17,449
Benton Harbor Township	19,914	19,313
Total	39,050	36,762

During the sixties total population has decreased, births have decreased approximately 30 per cent, the black births have increased from 37 per cent to 67 per cent of the total, enrollments in first grade will change from 37 per cent black to 71 per cent black in the coming five years. These are the marks of a changing school district and indicate the need for immediate reappraisal of curriculum content and teaching techniques. The school system is accountable for meeting the needs of the young people during this period of extreme change. To simply maintain past educational practices can only result in failure of the system.

The present high school program is quite typical of those found in academic high schools throughout the country. It is divided by departments such as English, social studies, foreign language, mathematics, science, business education, industrial arts, homemaking, and fine arts. Physical education is available only to a select few. Under the English curriculum one finds such courses as American literature, classical literature, the novel, the short story, American poetry, Afro-American writers (78 pupils) and the regular graded English. In mathematics, geometry, algebra and mathematical analysis occupy the most time. In science 22 out of 30 courses are devoted to the traditional biology, chemistry, and physics.

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* J. K. Adams and R. A. Drickey, Population and Mobility Trends in Benton Harbor and Related Areas, Economic and Marketing Research Department, Whirlpool Corporation, August 29, 1968; and Memorandum from R. A. Drickey to E. Gray, October 21, 1969.

Such courses are beneficial to those with learning capabilities driving them on to education beyond high school - but only 45 to 50 per cent do go beyond high school. The major concern, however, which should be the concern of the school system, other government agencies, industry and laymen, is the fact that 32 per cent of the young people in ninth grade never reach twelfth grade. Of this percentage about 5 per cent per year can be chargeable to migration out of the district. The loss between ninth and twelfth grade nationally is 17 per cent.

Some fine efforts are being made to correct this situation. Especially notable is the new Vocational Skills Center which will serve about 250 young men from the high school in addition to adults in the evening. This type of program and an equally adequate one for girls need to be multiplied many fold.

Another area that has been woefully neglected is that of physical education and athletics. Ideally, every student should be given the opportunity to participate in a vigorous physical education program every day for at least one hour. The program should be interesting, exciting, and directed toward the accomplishment of those skills which will carry over into adult life.

In the early elementary years the major issue is that all children learn to read well. For many of those in Benton Harbor an intensive and individualized program is needed. Once ability to read well has been developed the rest of schooling can be meaningful and interesting. However, the present program in the primary grades stipulates that 30 per cent of the time is to be spent on reading. This should be reconsidered in the light of the specific needs of Benton Harbor pupils not of national norms.

The Learning Pattern

The principal job of public education is to teach all children to learn. Our society cannot afford to lose the economic productivity or to chance irresponsible citizenship on the part of any of our young people - the result of not learning to learn. In Benton Harbor too many pupils are falling by the wayside in this respect - witness low achievement scores and dropout rate.

The ability to learn begins developing at conception and the brain develops its maximum number of cells perhaps as early in life as eight months after birth. Achieving maximum brain capacity depends in large part on the protein intake of the mother between conception and birth and of the child after birth. Undernourished mothers and babies will not have the same intellectual capacity in school as those who have been properly fed.

A second influence is the intellectual challenge given to the child by the home in the early years of life. Where there is little or nothing in the home to arouse interest or motivation in children, the ability to learn is seriously handicapped if not completely lost. The toys with which children play can be challenging to the imagination or they can be dull. The mother, father, and older children reading to a child regularly with appropriate books for him to thumb through by himself is of great importance. The associations which the child makes with others can have considerable influence on the direction of mental activity. Thus, a child reared in an environment of poor nutrition and inadequate home atmosphere, together with detrimental associations outside the home, can suffer seriously in developing his ability to learn.

Before entering kindergarten children have learned 50 per cent or more of everything they will learn throughout their school years. The same relationship is also true of learning ability. Thus, a child entering school with learning disabilities has little hope of success.

One fact that is fairly obvious but needs stating is that everyone has a different speed of learning which varies from subject to subject. Traditional schooling, however, provides a standard time range within which every pupil is expected to learn everything being taught. If a child does not accomplish the work as set forth in the course of study in the specified time, he fails. This has led to the fail-success system of education. Continual failure on the part of any individual is disastrous and leads to frustration, dropout, and the development of other activities - often antisocial - in which he can show success.

If success is to be achieved in teaching all children everything we have to teach them, then the facts call for change in the educational program.

The Later Years

There has been a trend over the past century toward a reduction in the age at which puberty occurs. One authority* has estimated that biological adolescence begins four years earlier than a century ago, or approximately four months earlier per decade. Thus, the biological capacity for accepting adult roles is attained at a much earlier age than in the past.

A community, including within its framework public education, which because of tradition and convention does not permit young people to utilize their social, physical, and intellectual capacities at an appropriate age, is courting a serious problem. Such a society is simply asking young people to prolong their adolescence until it is ready to accept them into adulthood. The explosive result of "keeping the lid on" is apparent throughout the world especially in high schools and colleges and, in certain places, is now felt in the junior high schools. Many young people see tradition and the rules of society as meaningless or irrelevant to their needs, and it is quite likely they are right.

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* J. M. Tanner, Growth at Adolescence, (Blackwell, Oxford, ed. 2. 1962.)

Not only should we recognize the physiological changes but also we should view the social circumstances which have altered so significantly since school organization and programs, similar to those Benton Harbor now adheres to, were established decades ago.

The tremendous growth of systems of communication and transportation has expanded beyond measure the understanding and attitudes of youth with little need for help from the school program. Just to witness the throngs of young people enplaning and deplaning at the airports, to learn of the hours spent in front of television, to see them talking with brothers, sisters, and friends of trips around the world, to view their thousands of automobiles on the road, is to recognize that youth today has a knowledge of our society and technology that few possessed a half century ago. And a half-century or more ago was when the foundation of our existing educational program was established. Is it time for change?

The matter of school integration has been subject to widespread discussion, court action, and reorganization of school systems. This problem is discussed in detail in the voluminous Coleman report "Equality of Educational Opportunity" published in 1966 by the U. S. Department of Health, Education, and Welfare. The following table, adapted from that report, is abbreviated to include only pupils in the midwest.

Table 1
READING COMPREHENSION
AVERAGE METROPOLITAN MIDWEST TEST SCORES
OF NEGRO PUPILS, FALL 1965*

			Proportion of White Classmates Last Year				
Grade	Region	First Grade With Majority Pupils	None	Less Than Half	Half	More Than Half	Total
9	Metropolitan Midwest	1, 2, or 3	45.4	46.6	46.4	48.6	46.7
		4, 5, or 6	44.4	44.1	45.3	46.7	44.5
		7, 8, or 9	44.4	43.3	43.3	45.2	43.7
		Never	46.5	----	----	----	46.5
12	Metropolitan Midwest	1, 2, or 3	47.4	44.3	45.6	48.3	46.7
		4, 5, or 6	46.1	43.0	43.5	46.4	45.4
		7, 8, or 9	46.6	40.8	42.3	45.6	45.3
		10, 11, or 12	44.8	39.5	43.5	44.9	44.3
		Never	47.2	----	----	----	47.2

* From the Coleman Report, p. 332.

First, note that the differences among test scores are small. However, the highest achievement was for those students who had attended integrated schools from the time of school entrance where the majority of pupils were white. For those attending schools in which whites did not predominate, there was frequently a loss in achievement over the all-black schools. It would appear therefore that in the matter of achievement integration by itself may not be of as great importance as some people feel. The figures indicate that integration does have a positive affect on achievement only when accomplished in the early years in schools which have more than half white pupils.

The report comments as follows:*

> An education in integrated schools can be expected to have major effects on attitudes toward members of other racial groups. At its best, it can develop attitudes appropriate to the integrated society these students will live in; at its worst, it can create hostile camps of Negroes and whites in the same school. Thus, there is more to "school integration" than merely putting Negroes and whites in the same building, and there may be more important consequences of integration than its effect on achievement.

Benton Harbor is in a difficult situation in regard to integration. Presently almost exactly 50 per cent of the children in first grade are white and it is estimated that by 1974 this ratio will drop to 29 per cent. Thus it is impossible to achieve suitable integration in all elementary schools in which whites are in the majority. It is possible in some cases but in others all-black schools will be necessary.

During January 1970 a massive study, known as the "Riles Report," prepared by the Task Force on Urban Education of the Department of Health, Education and Welfare, was transmitted to the Office of Education. This report has been printed in the Congressional Record. Since its contents are so pertinent to the Benton Harbor situation, it is suggested that copies of the Congressional Record** of January 19 and 20, 1970 be secured by the Board of Education. The following excerpt is from Chapter IV.***

> The Task Force members agree that the education system is generally failing to provide the inner-city economically and educationally disadvantaged student an educational experience which will afford him an equal opportunity to enter the occupational and cultural mainstream.

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* Ibid., pp. 28-29

** It is also available from the National School Public Relations Association, 1201-16th Street, Washington, D. C.

*** p. E52

Although the members vary in their judgment as to the extent of the system's responsibility for its failure, all agreed that major changes were needed with significant increases in funding levels to effect such changes. The minority report expressed the view that only with very significantly increased Federal funds would the school systems ever be able to provide the educational programs needed. The point was stressed that there has never been enough money for education and that this approach ought to be tried.

This chapter continued to examine the overwhelming obstacles faced by the system, in addition to those of finance (Chapter II) and environment of the student (Chapter III). Such obstacles relate to the extensive migration of poor uneducated members of racial and ethnic minority groups into the inner city where they have settled in isolated pockets.

Not only are educational programs and staff attitudes which were successful with previous urban populations ineffective with these groups, but facilities and personnel are inadequate to meet their needs and numbers. Unmet, these problems become increasingly complex and increasingly significant for their part in the system's failure to educate the student.

Beyond the system's problems in coping with the increased numbers, lack of facilities and lack of personnel, it has demonstrated a blindness in perception of the student of today's inner city. By and large, the system has expected that student to be a failure, and unaware of its failure, has succeeded in creating the student in its own image. The teachers of the urban system are generally less educated, less able, and less experienced than those of the suburbs. They are too often of different backgrounds from their students. They gain little status for teaching the disadvantaged. For these reasons, and others, urban teachers are generally unsuccessful in relating to and perceiving their students.

In turn, the students, certain teachers, and the community develop their own perception of the system. They have perceived the system as not meeting their needs.

The students have reason for such a perception. They are not being given the opportunity to achieve academically. The inner city students of a racial minority score lower than their more affluent white counterparts on achievement tests when they enter the system and tend to fall further behind as they complete successive grades in school. The system has not met their needs nor recognized their strengths and aspirations. The students have recently begun to articulate the frustrations that underlie their perceptions. They have done so first by dropping out of school and then through acts of vandalism against school property followed by acts of violence against the personnel of the school. Significantly their violence has occurred more frequently in situations where something is wrong with the school, such as its facilities or its personnel. The system has all too often not heeded the messages conveyed by these students and has generally responded with repressive measures that only tend to increase student hostility.

A growing number of teachers are coming into conflict with the system. Strikes, disagreements, unsigned contracts, etc., are becoming commonplace headlines. And teachers are courageously speaking out against ineffective fellow teachers and repressive, unimaginative systems in a new brand of angry literature.

Communities both black and white have expressed their judgment of the system's responsibility for its own failure through defeat of local bond issues, demands for decentralized, community controlled schools, and alternative systems. Their judgment has probably lent in some cases at least tacit approval to their children's dropping out or expressing disapproval in less peaceful ways. The communities have grown increasingly aware of the presence and purpose of Federal funds in local systems and have expressed their dissatisfaction with the system's relatively ineffectual use of such funds.

There are, throughout the urban education system, indications of change which offer real promise for the future - and some examples of these have been cited. However, the decade of the 1970's must bring with it, a rapid acceleration and expansion of changes in urban education systems if we are to have schools which will effectively educate all of our impoverished urban children and youth. No urban education system has succeeded in achieving this goal in the 1960's. It must be accomplished in the 1970's.

III

IMPLICATIONS FOR CHANGE

As was pointed out in the section "Criteria for Progress" each individual possesses a different speed of learning. Children also respond differently to the techniques and methods used in presenting material and in the learning process. These facts demand that the school situation and organization be directed toward a maximum of individualization of instruction. The use of team teaching, continuous progress programs, and paraprofessional people could contribute greatly to this end.

Facilities need to be created to give teachers and pupils the best tools to do the job. Team teaching is best undertaken in large open spaces where several teachers and aides may operate as a group augmenting each other from moment to moment and allowing individual or small group instruction as the need occurs. Teachers need a place for planning, discussion, conferences with parents. Teacher aides require a place to work, type, and reproduce materials. In most cases this can be accomplished by remodeling older buildings. New buildings will, of course, be designed accordingly.*

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* Refer to:

Housing for Early Childhood Education, Association for Childhood Education International, Washington, D. C., 1968.
Complete Guide for Planning New Schools, N. L. Engelhardt, Parker Publishing Company, West Nyack, N. Y., 1970.

Early Childhood Learning Centers

Learning to read well provides the foundation for all education. Not learning to read well is a major cause of failure, frustration, and eventual dropping out of school. Starting early with activities which lead to the desire for learning is important in this process. An environment where books and all types of illustrated literature are at hand is needed. An early interest in reading can be achieved where reading by the teacher and later by the pupil is commonplace.

Three years of age is not too early for this program to get underway in the school atmosphere. For many in Benton Harbor the situation at home does not produce the type of motivation and guidance required; and, if the child is to learn, the school must fill the gap. The program can be valuable in many ways for all children extending their accomplishments far beyond the ordinary.

This report then recommends the establishment of schools for all children ages three to seven in existing neighborhood schools. With the exception of the Model Neighborhood area, this can be done in existing space because of declining enrollments in kindergarten through grade six.

It may be of value to note that President Nixon's message to Congress on education, March 3, 1970, proposed that HEW and the Office of Economic Opportunity begin now to establish a network of child development projects to improve preschool programs: Benton Harbor should be alert to this development. Proceeding on the thought that financial aid may soon become available and getting the program moving now, the district may find itself in an advantageous position.

It will be helpful to include here the recommendations of the HEW Task Force - "Riles Report" which follow:*

> Levels of the Educational Program
>
> As stated above, the Task Force recommends that the master plan be developed to encompass all educational levels from early childhood through adult. In determining priorities in terms of developmental levels, the Task Force suggests the following level designations and their definitions:
>
> 1. Early childhood - from prenatal to nine years of age (preschool through 4th grades).
> 2. Middle childhood - from ten to thirteen years of age (5th through 8th grades, including some "occupational readiness").
> 3. Secondary - from fourteen through eighteen (9th through 12th grades, and including "occupational readiness" and training).
> 4. Higher education - eighteen and up (while in college or other form of post-secondary education, including occupational readiness).
> 5. Adult (training taken after a lapse of time from secondary or higher education, often requiring occupational readiness and training).
>
> The Task Force felt that a rationale could be developed to give first priority to the consideration of any one of the above-noted levels. Therefore, we recommend that through the development of a comprehensive program which if articulated at each level to the next, then all levels will be considered as having an equal priority. This position represented the sense of the Task Force members present although a considerable number of the members felt that the early childhood should receive the greatest emphasis.
>
> The Task Force suggests that priorities can be imposed only when considered from long- or short-range perspective. To illustrate: If viewed from the perspective of long-range results, early childhood education would receive priority emphasis in order that a child from birth could be educated to his fullest potential and in order that his education might progressively equip him to most effectively negotiate the society for which he is being prepared. This reasoning proceeds from the up-and-out in one generation perspective. If viewed from the perspective of short-term results, secondary level would receive priority in order that the current high school students of the cities

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* p. E59

emerge motivated and prepared to acquire higher education or vocational training to become sorely needed educated members of society. We can afford no gap of educated inner city students in leadership positions while we await the emergence into society of those students now in early childhood phases. Also, higher education is an important immediate priority since program modifications and/or new programs must have appropriately trained personnel to operate them.

Reconsideration of Secondary School Objectives

As has been pointed out previously, the high school curriculum is highly directed toward the needs of students who are planning to extend their education beyond high school. Although this was probably acceptable in the past, the changing character of the student body now demands a new look at the program.

The extension of opportunities for those who will terminate this education upon graduation is most important. Also, considering the high dropout rate, more meaningful programs are needed for this particular group. Features of this expanded program might include:

1. Child care
2. Home environment
3. Nutrition
4. Food service including chef training
5. Paraprofessional and extended career training in education
6. Personal money management

7. Attitude changing for those who have witnessed and experienced failure in our economy
8. Functional literacy, particularly in English and arithmetic
9. Job skills development
10. Cooperative programs with government agencies and industry in the field

Again quoting from the "Riles Report" * the following suggestions are valuable:

> In addition to curriculum containing the more traditional academic areas, there must also be the inclusion of areas designed to teach the urban child how to deal with such specific urban problems as health - both mental and physical, and including sex education; combating noise and congestion; controlling the environment in order to maintain clean air and water supplies, etc.; understanding and helping to fight the problems of crime, alcoholism, drug addiction, and child abuse. Universities and social agencies must be involved in the development of the curriculum as well as parents, teachers, and students. All have contributions to make to it which are valid and needed.

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* p. E61

Organization of Schools

The four-year high school is proving to be most acceptable today. For terminal programs, the ninth and tenth grades are used for prevocational. The eleventh and twelfth grades are used for skill training. For those going on to education beyond high school, normally ninth grade transcripts are required. In the high school environment, the students are more likely to become imbued with the importance of getting good marks at this grade, something that does not happen often at junior high school level.

With a four-year high school the middle school should encompass at least three grades. This would then include grades six, seven, and eight. A two-year program is not satisfactory in that students enter one year and leave the next, thus not enabling the staff to really do their best with each individual.

It is important too to recognize that achievement test results at the sixth grade in science, social studies, arithmetic, and language arts are all below national norms except at Lafayette School. Word meaning, for example, stands at 5.5 compared with a national norm of 7.1. Arithmetic computation is 5.4 compared to a norm of 6.8. Social studies is 5.6 compared to a 7.4 norm. Science is 5.5 compared to a norm of 7.5 - two years behind. In some schools children are more than three years behind in achievement at the sixth grade level.

For the early years it is recommended that schools be established for three- to seven-year-olds and other schools for eight- to eleven-year-olds. Such an organization could do much to raise the achievement level at all points, especially if a heavier emphasis is placed on reading in the early childhood centers.

The great importance of this reorganization is illustrated by the fact that achievement scores today are far below national norms at all grade levels. These are shown on the following graphs:

CHART 1

COMPARISON OF RESULTS OF ACHIEVEMENT TESTS IN WORD MEANING IN BENTON HARBOR SCHOOLS WITH NATIONAL NORMS, 1969

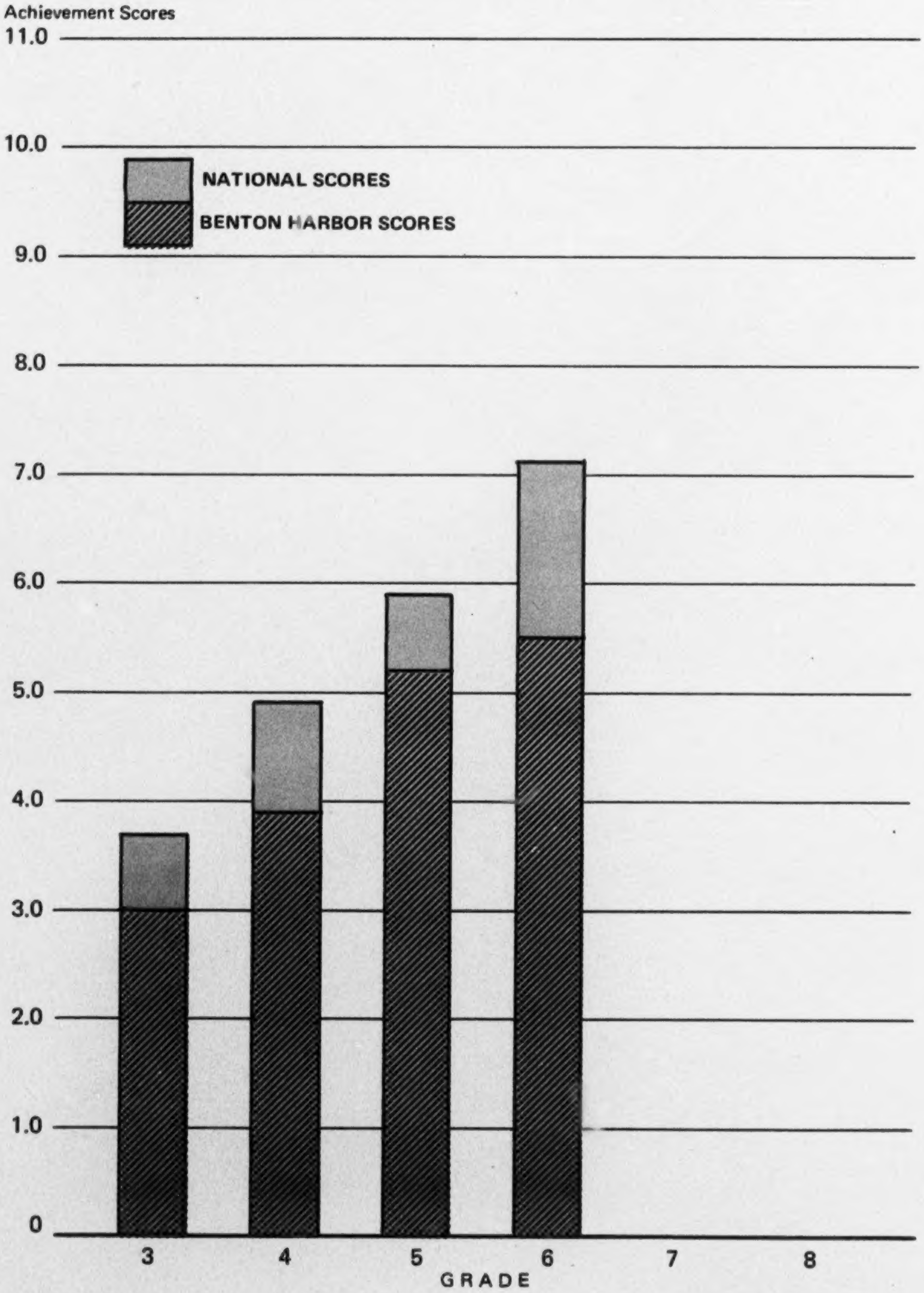


CHART 2

COMPARISON OF RESULTS OF ACHIEVEMENT TESTS IN SOCIAL STUDIES IN BENTON HARBOR SCHOOLS WITH NATIONAL NORMS, 1969

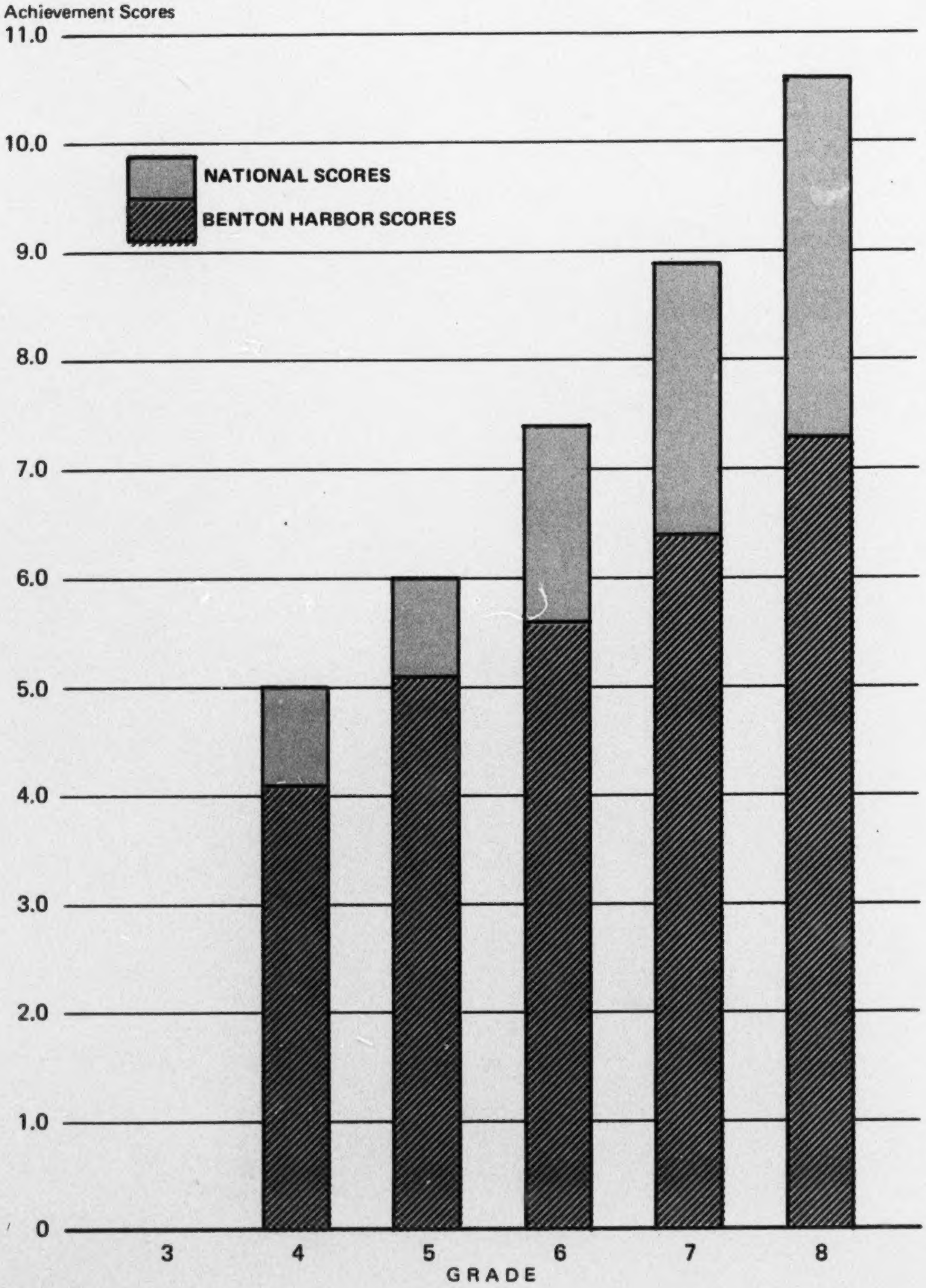


CHART 3

COMPARISON OF RESULTS OF ACHIEVEMENT TESTS IN ARITHMETIC COMPUTATION IN BENTON HARBOR SCHOOLS WITH NATIONAL NORMS, 1969

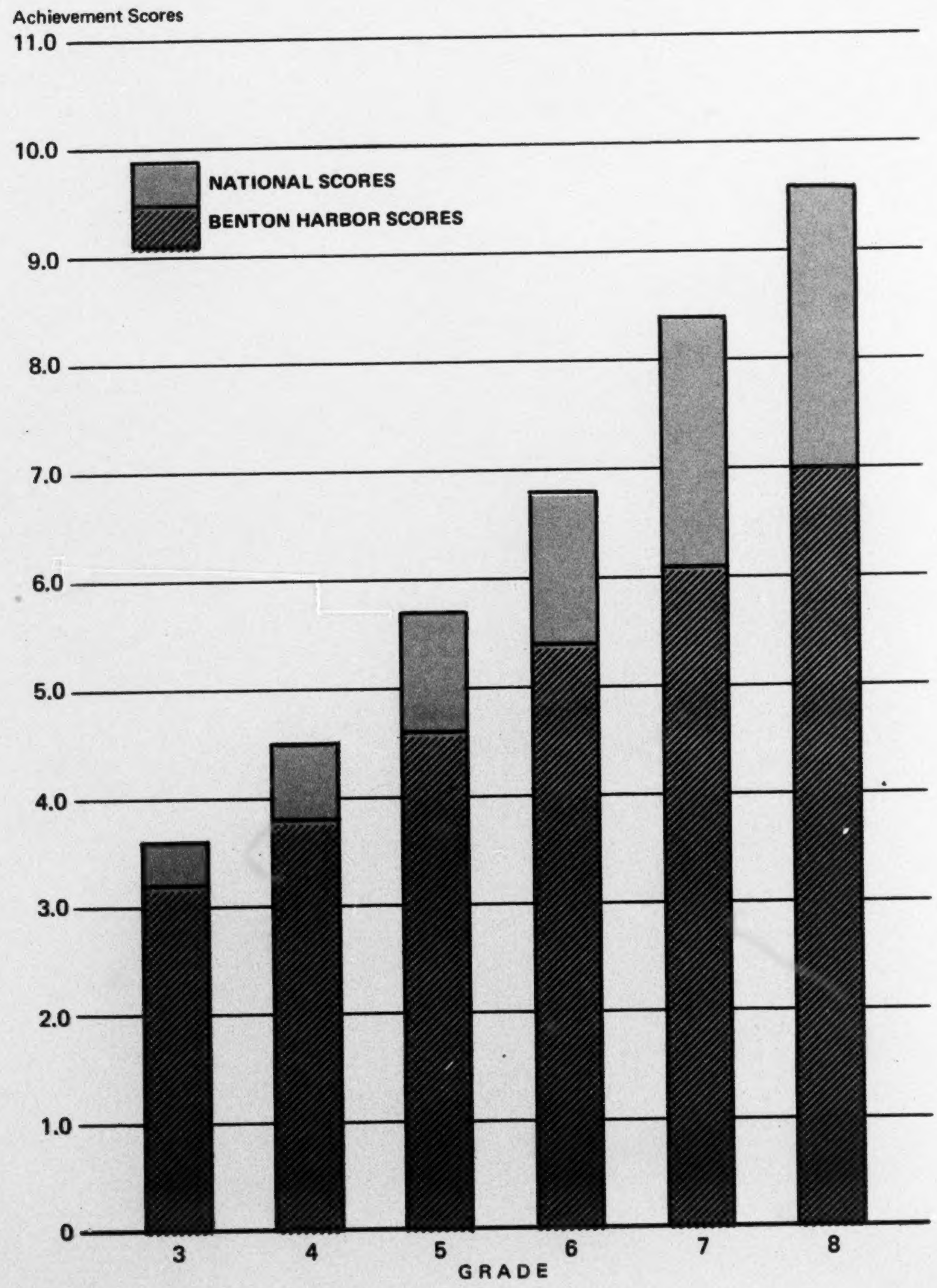
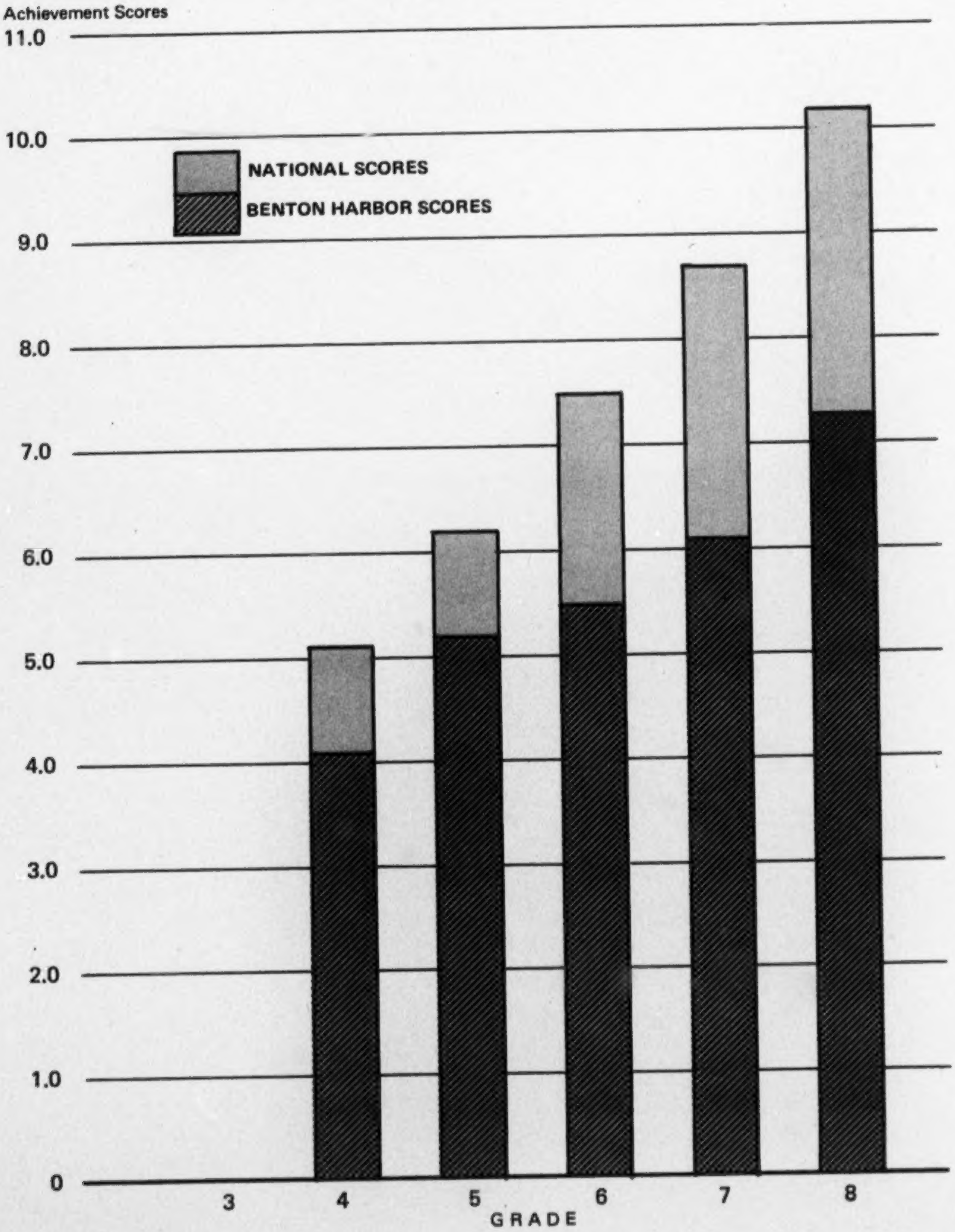


CHART 4

COMPARISON OF RESULTS OF ACHIEVEMENT TESTS IN SCIENCE IN BENTON HARBOR SCHOOLS WITH NATIONAL NORMS, 1969



Transportation

Many children are now being transported to and from school by bus. The program envisioned in this report will require an increase in the transportation program.

This is essential if the schools are to be used for different age groups; that is, early childhood, elementary, middle, and high schools. It is also required to assure a maximum of integration. Buses will be needed during school hours to transport students to and from industrial plants, government offices, courts, and other centers of importance for the expansion of the educational program beyond the classroom.

In Benton Harbor the responsibility for transportation of students falls on the Board of Education in its entirety, since public transportation is either non-existent or inadequate. The improvement of the school program is in many respects dependent upon the development of an efficient transportation system serving all age levels of pupils.

Food Service

It has been pointed out that adequate nutrition is a vital factor in the learning process. The food service program at Benton Harbor is sporadic. Some schools serve a hot lunch, at others children may bring a lunch, while many schools dismiss the children at noon hour to go home or to a local store. Some children come to school without breakfast; and, in many cases where school is dismissed at noon, they do not get an adequate lunch or may even go without lunch.

The most economical food service would be through a central kitchen for the entire district. Each school would receive food daily. A serving area would be provided in addition to a dining area.

IV

EXISTING FACILITIES

More than half of the buildings have been built since World War II, and all of the older buildings have received additions since that time. The oldest building in the district is the original section of Boynton which was built in 1890. The newest is the addition to Stump Nickerson for orthopedically handicapped children, which was completed in 1969.

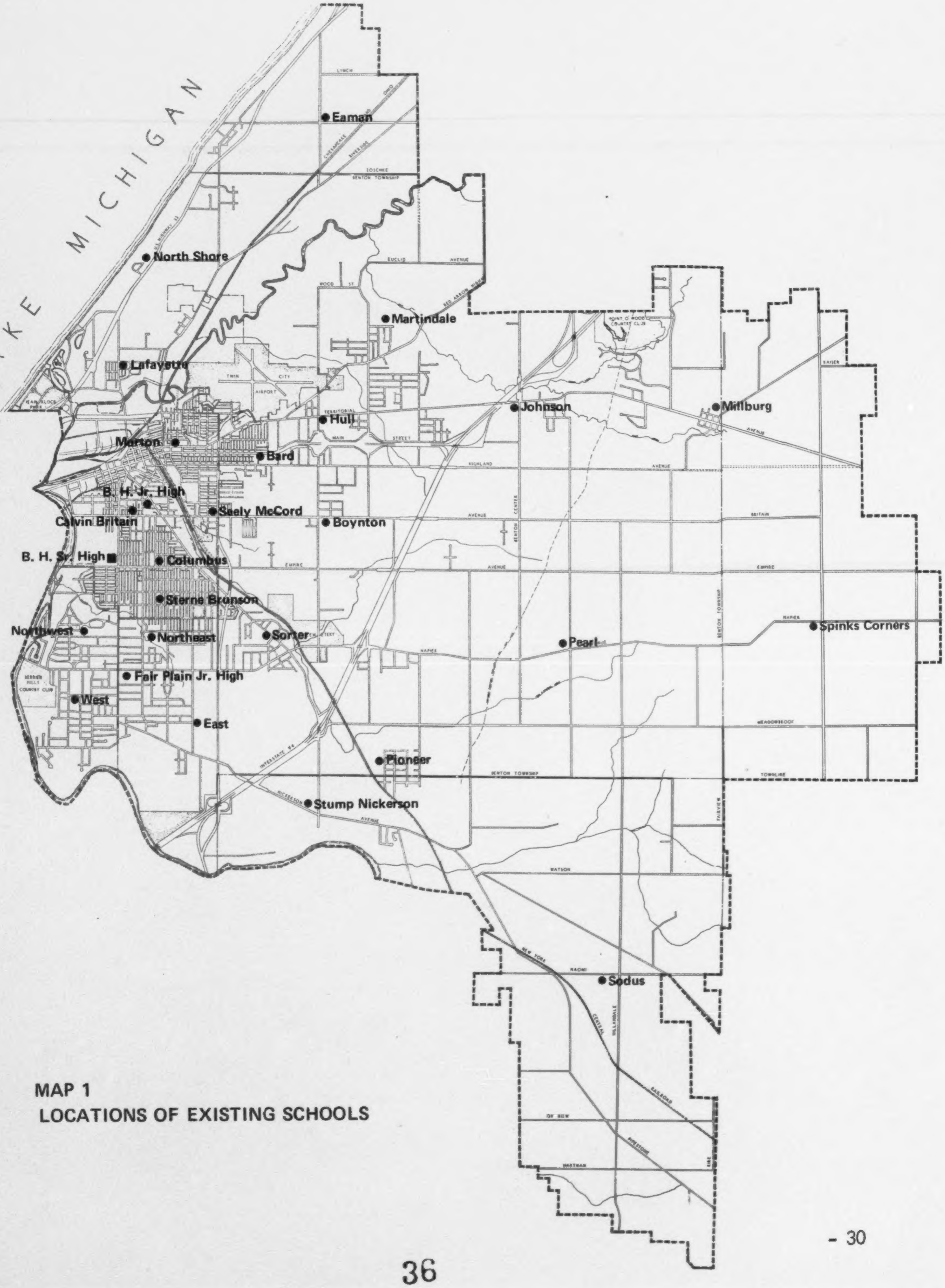
Table 2 shows the dates of construction and additions of all the buildings and the site sizes.

Table 2
DATES OF CONSTRUCTION AND SIZES OF SITES OF ALL SCHOOLS
School District of the City of Benton Harbor
Michigan

School	Year of Construction and Additions	Site Size (acres)
Bard	1945, 1950, 1952	6.5
Benton Harbor Junior High	1892-96, 1932, 1954, 1961	3.0
Benton Harbor Senior High	1924, 1942, 1953, 1955, 1958	36.8
Boynton	1890, 1939, 1952, 1961	6.0
Calvin Britain	1953, 1955, 1961	2.0
Columbus	1896, 1900, 1954	1.0
Eaman	1952 (1876-1 room)	7.0

Table 2 (continued)

School	Year of Construction and Additions	Site Size (acres)
Fair Plain East	1954, 1959	9.5
Fair Plain Junior High	1924, 1949, 1959	5.0
Fair Plain Northeast	1959	7.0
Fair Plain Northwest	1959	2.5
Fair Plain West	1954, 1959	6.0
Hull	1950, 1954, 1958, 1965-66	7.0
Johnson	1950, 1954, 1963	5.0
Lafayette	1918, 1951, 1957	3.9
Martindale	1949, 1953, 1965	9.5
Millburg	1924, 1955, 1964	7.0
Morton	1926, 1953, 1964	1.5
Annex	1947, 1952	2.0
North Shore	1948, 1952, 1959	5.5
Pearl	1954, 1960	9.0
Pioneer	1955, 1958	2.5
Seely McCord	1902, 1950	6.0
Sodus	1956	5.0
Sorter	1927, 1951, 1957, 1961	10.5
Spinks Corners	1956	1.5
Sterne Brunson	1909, 1929, 1951	3.5
Stump Nickerson	1958, 1969	7.5



MAP 1
LOCATIONS OF EXISTING SCHOOLS

Present Capacity of the Schools

The concept of capacity of a school building is relative. Much depends on the program that is offered, the facilities that exist, not to mention policies on class size. In the secondary school modular scheduling can affect the capacity of a building; independent study has a different type of effect. In the elementary school capacity does not necessarily reflect the way the numbers of pupils in each grade may fall in a graded teaching situation. For example, a fourth grade may have 36 pupils, which would require two classrooms; the actual capacity of the two rooms might be 50.

Nevertheless, as a starting point for comparison of present capacity and enrollments, specific capacities have been assigned to each school. The capacity of the elementary schools has been calculated at 25 pupils per classroom, 20 in kindergarten on half-day session, and 15 in special class. In the secondary schools capacity is calculated at a per cent of utilization (90 per cent in the high school and 80 per cent in the junior highs), since it is not possible to schedule each teaching station to its maximum every period of the day. Basement and portable classrooms have not been included in capacity.

It should be emphasized that the figures given are present capacity. In Chapter VI revised figures are used to reflect the recommendations for abandonment or a different use of a school.

Capacities do not measure the balance of facilities in the building; this must be done by an evaluation of pupils' needs and the program offered. Capacity does not take into account the number of independent study spaces available or needed. Nor does it consider the adequacy of small group spaces, libraries, professional work areas, or service spaces, such as dining and lockers.

Table 3 presents the capacities of the schools, the enrollment as of September 26, 1969, and the grades housed.

Table 3
CAPACITIES, ENROLLMENTS, AND GRADES HOUSED
(not including portable or basement classrooms)
School District of the City of Benton Harbor
Michigan

School	No. of Classrooms	Capacity	Enrollment 9/26/69	Grades Housed
Elementary				
Bard	14, 2K	430	739*	K-8
Boynton	13, 1K, 2 Sp.	395	415	K-8, Sp.
Calvin Britain	17, 2K, 1 Sp.	520	665	K-6, Sp.
Columbus	7, 1K	215	257	K-5
Fair Plain East	12, 1K, 2 Sp.	370	366	K-6, Sp.
Fair Plain Northeast	9, 1K	265	265	K-7
Fair Plain Northwest	6, 1K	190	179	K-6
Fair Plain West	12, 1K, 2 Sp.	370	356	K-6, Sp.
Hull (part)	11, 1K, 1 Sp.	330	371	K-6, Sp.
Johnson	11, 1K	315	296	K-8
Lafayette	8, 1K	240	222	K-3
Martindale	8, 1K	240	272	K-8

Table 3 (continued)

School	No. of Classrooms	Capacity	Enrollment 9/26/69	Grades Housed
Millburg	7, 1K	215	143	K-7
Morton	21, 2K	605	754*	K-7
North Shore	6	150	144	4-6
Pearl	5, 1K	165	158	K-6
Seely McCord	21, 2K, 1 Sp.	620	678	K-6, Sp.
Sodus	3	75	100	1-4
Sorter	19, 2K, 1 Sp.	570	560	K-8, Sp.
Spinks Corners	1, 1K	65	56	K-3
Sterne Brunson	19, 2K	555	600	K-7
Stump Nickerson	3, 1K, 3 Sp.	160	119	K-2, Sp.
Total Elementary:	234, 26K, 13 Sp.	7,085	7,715	
Junior High				
Benton Harbor		693	927	7-9
Eaman		100	94	7-8
Fair Plain		513	597	7-9
Hull (part)		346	350	7-9
Total Junior High:		1,652	1,968	
Senior High				
Benton Harbor		1,492	2,055	10-12
Total All Schools:		10,229	11,738	

* Some of this enrollment is housed elsewhere.

Class Size

Variations in class sizes throughout the district's elementary schools is significant; particularly marked is the range in sizes - from 12 to 36 in grades one through six and from 13 to 32 in the kindergarten. Table 4 shows the differences by school in grades one through six. Median class size for the kindergarten is 23, with a range from 12 to 32.

Table 4
CLASS SIZE, GRADES 1-6
School District of the City of Benton Harbor
Michigan

School	Enrollment 1-6	No. of Classes	Median Class Size	Range
Bard	498	20	26.0	17-29
Boynton	262	10	25.0	20-33
Calvin Britain	529	20	27.0	19-31
Columbus (1-5)	209	7	29.0	26-33
Fair Plain East	315	12	26.5	22-30
Fair Plain Northeast	210	8	27.0	17-34
Fair Plain Northwest	155	6	26.5	21-30
Fair Plain West	286	12	23.5	20-29
Hull	294	12	24.0	20-30
Johnson	188	8	25.0	17-29
Lafayette (1-3)	170	8	21.5	17-25
Martindale	178	6	29.5	24-36

Table 4 (continued)

School	Enrollment 1-6	No. of Classes	Median Class Size	Range
Millburg	129	5	26.0	19-30
Morton	557	21	27.0	20-35
North Shore (4-6)	144	6	24.5	21-26
Pearl	142	5	27.0	26-32
Seely McCord	550	20	27.5	22-33
Sodus (1-4)	100	4	25.0	24-26
Sorter	343	13	26.0	23-30
Spinks Corners	44	2	22.0	12-32
Sterne Brunson	492	18	28.0	19-31
Stump Nickerson (1-2)	53	2	26.5	25-28
Totals:	5,848	225	26.0	12-36

In the junior high schools class size tends to be kept closer to desirable sizes, although at Benton Harbor Junior High School, for example, all the home economics and shop sections and nearly every physical education section are far above desirable size.

At the high school the following applies:

English and social studies - 69 per cent over 25 pupils

Mathematics - 58 per cent over 25 pupils

Science - 70 per cent over 24 pupils

Business (except typing) - 59 per cent over 25 pupils

Office practice and machines - 83 per cent over 20 pupils

Shop - 71 per cent over 20 pupils

Home economics - 54 per cent over 20 pupils

Art - 67 per cent over 25 pupils

Many of the rooms in the high school are not large enough to contain such high numbers of students. The large classes held in these small rooms severely limit the kind of instructional activities that can take place.

General Comments

All the schools have been visited at least once, and a description of each school is presented in this chapter. In the interest of brevity, the descriptions focus mainly on elements that are deficient or should be improved.

Some general observations follow:

1. Sites - none of the sites approaches present-day standards in size. The Council of Educational Facilities Planners recommends:

   For elementary schools - 10 acres plus one acre for each 100 pupils
   For junior high schools - 20 acres plus one acre for each 100 pupils
   For senior high schools - 30 acres plus one acre for each 100 pupils

   Obviously, in an urban setting, it is not realistic to expect to attain these standards. Nevertheless, children need a place for outdoor play. In some cases, the amount of play area is negligible, as is provision for parking. The physical development of the child along with his intellectual development, should be a major concern of the school program. It is suggested that, at least for the schools in the inner city where the situation is most critical, the Board consider adding adjacent property as it becomes available.

Despite the small sizes, the District is fortunate in that because of the terrain all the sites (except at the high school) are flat. More space should be devoted to playgrounds and a blacktop area should be provided.

2. Libraries - throughout the system libraries are either inadequate or non-existent. The American Library Association recommends* for schools of 250 students or over:

   a. At least 6,000-10,000 books, or 20 volumes per student, whichever is greater.

   b. Seating for at least 15 per cent of the enrollment (schools with fewer than 350 students should provide space for no less than 50 students).

   Professional libraries should also be available to the staff.

   The libraries which exist do not even meet earlier standards of the ALA.

   In the elementary schools, in an attempt to remedy this situation, some classroom collections are being developed but these are sporadic and fail to meet the need. Many junior high pupils lack access to any library. Only eight of the elementary schools have libraries, most of them very small. There is also a lack of professional library services in the elementary schools.

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* In addition, standards have been set for periodicals and a variety of audiovisual materials as well as for auxiliary spaces (see Standards for School Media Programs; American Library Association, Chicago, and NEA, Washington; 1969 pp.30-33 and 40-43).

3. Professional work facilities - these are extremely limited or non-existent. Adequate workrooms for the professional staff are becoming an increasingly important adjunct to the modern educational program. The growing use of teacher aides also makes necessary work space for them. Teachers' rest rooms are frequently inadequate.

   Related to this is the question of shortening the periods in the secondary school. It is not always necessary to allocate 55 or 60 minutes to every subject. Periods could be shortened to permit more periods in the school day with students taking a greater variety of electives. At the same time, each teaching station could receive greater utilization. Under such a program, however, it is necessary to provide work space for teachers where they can prepare materials, work on curriculum, and consult with students. This is not now available in any school.

4. Throughout the system the physical education program indoor and outdoor is limited. It would be desirable for every student to have a period of supervised physical education every day. None of the schools provides

the facilities in sufficient number to permit this. In the high school, after the sophomore year many students no longer participate in this program. In the elementary schools the program is limited by lack of specialized personnel and especially in the larger schools the amount of time the single multipurpose room is available for physical education is restricted by the need to use it for other purposes - dining and assembly. Six schools have no gymnasium.

Most schools lack storage for the multipurpose room. Frequently, equipment is stored on the floor or on the stage. It is suggested that some other location than the gymnasium be used for storing voting booths.

5. Little or no provision has been made for spaces in which special teachers may work with individuals or small groups. Only a few schools had any provision for health clinics.

6. Except for the rooms at Stump Nickerson which are very well designed, pupils in special education classes are housed in regular classrooms, frequently with few materials available. These rooms require more space than is usually provided in a regular classroom, and some simple materials of a crafts nature should be available. For example, it is desirable to have a large free area which can be used for class work or other projects, small cooking area, ceramics bench, shop area, and a growing area, in addition to the customary toilet facilities, wardrobe, chalkboard and tackboard, bookshelves, and storage.

No provision for special education exists in the secondary schools. Plans should be made for this in the long-range program. These pupils may well be integrated in some of their activities with the other pupils, but it is always desirable that they have a classroom of their own. In planning for special education classes in the future, it is recommended that the district continue to spread the classes among several schools as it is now doing, but not to move the pupils from year to year as is sometimes necessary now. There are two major points to consider: (a) it is usually desirable to have more than one special classroom in a school so that there may be some interaction among the teachers and exchange of pupils if necessary; but (b) it is not considered desirable to have one school or a major part of a school designated for special education. Care should be taken that no stigma becomes attached to these pupils; they should be able to relate to their peers whenever possible.

7. *Lighting* throughout the district varies in quality. It is recommended that concentric ring incandescent fixtures be replaced and that a regular schedule for replacing fluorescent tubes be adopted. It was observed that many tubes had burnt out and were not yet replaced.

8. Most schools have an *excessive amount of glass* and provisions for reducing solar heat and radiation vary from building to building. Related

to this problem is control of heat; many classrooms were overheated, in some cases partly from the sun and in others because of inadequate temperature control. The problem was not confined to older buildings. In some schools it may be possible to install opaque panels in sections of the windows; in others an overhang may be helpful. Shades or drapes are also necessary. There is great difficulty in carrying on audiovisual presentations because of inability to darken the rooms.

In gymnasiums which have glass block, it is recommended that this be replaced by a tempered glass like Herculite to curtail breakage.

9. At present, many junior high school pupils are located in elementary schools where they have no opportunity to become involved in a comprehensive junior high school program. It is hoped that this situation will be remedied next year, and the long-range program has been directed to this end.

Pupils of this age are ready to move out of the self-contained classroom into well equipped special areas where they can be given a more intensive program in special subjects by specially trained teachers in art, homemaking, industrial arts, music, physical education, and science. Even in the junior high schools, the science facilities are rarely large enough or sufficiently equipped to allow an inquiry, problem-solving method of learning; generally, the programs are limited to the lecture-demonstration-recitation type of presentation.

10. Other general observations include:

    a. Most classrooms have an excessive amount of *chalkboard* and little or no bulletin board. Part of the chalkboard should be replaced with bulletin board and some that has deteriorated should be reground.

    b. *Panic bars* on outer doors should always be in operating condition.

    c. In the old buildings *hardware* on classroom doors should be checked and, where necessary, replaced with hardware that can always be opened easily from inside the room.

    d. *Ceiling tiles* in most schools have been glued into place. It is more satisfactory to install them with metal fasteners.

    e. Many classrooms have *sinks*, but few have adequate work counters.

    f. Care should be taken that all *toilets* are supplied with soap, paper towels, and toilet tissue.

Benton Harbor Senior High School

Date Built: 1924
Date of Additions: 1942, 1953, 1955-58
Site Size: 36.8 acres
Capacity: 1,492
Enrollment 1969-70: 2,055
Grades Housed: 10-12

The capacity of Benton Harbor Senior High School at present is given in Table 5.

The capacity figure represents the building for the most part before the Skill Center was opened. The capacity will probably remain around 1,500, though the former shops will serve other class purposes. The capacity of the Skill Center at any one time will be 125 students. In calculating the capacity, rooms 303, 312, and 205 were not included because they are far too small to be used for students. They would serve far better for offices or workrooms. It should also be pointed out that in Table 5 many of the classrooms which for uniformity have been assigned a capacity of 25 pupils are about two thirds the desirable size of a high school classroom (many of them have more than 25 chairs; room 205, for example, which is about 420 square feet, has 33 seats; room 112, which is 506 square feet, has 34 seats). Enrollment in September was 37 per cent over capacity.

Specific details of the facilities follow:

Table 5
CAPACITY OF BENTON HARBOR SENIOR HIGH SCHOOL

Space	No.	No. of Pupils	Capacity
Classrooms	33	25	825
Large group room	1	50	50
Science rooms	6	24	144
Business			
Classrooms	4	25	100
Typing	3	30	90
Office practice	1	20	20
Art rooms	2	25	50
Home economics rooms	2	20	40
Shops	7	20	140
Mechanical drawing room	1	24	24
Music rooms	2	35	70
Physical education stations	2	35	70
Health classroom	1	35	35
Total Number of Pupils:			1,658
Capacity at 90 Per Cent Utilization:			1,492

Rooms 101, 102, 103, 105, 106, 107, Annex A and Annex E:

At the time of visitation some of these shops were being moved to the Skill Center and it was not possible to see them in operation. The wood and general metals shops and mechanical drawing will remain in the building. Automotive, machine, and electronics shops will be moved to the Skill Center. None of the existing shop spaces (with the exception of the Annex and room 103) is large enough for vocational shops; and, in fact, the others are smaller than desirable for the high school industrial arts program. In the wood shop the machinery is too close together; sufficient space is needed between machines so that students and instructor can move as necessary without interfering with someone working on the machine. Storage is limited. The paint cabinet is unprotected and unventilated. The metals shop is crowded. Vocational agriculture is a satisfactory space, though it has open industrial lighting.

Room 104 - Music - this is an excellent size and has some acoustic treatment. Some tiles should be fixed more firmly in place.

Rooms 108 and 109 - Homemaking - these are very poor spaces - smal, crowded, and unattractive. The rooms have old equipment, which is surprising in th light of Benton Harbor's industry.

Auditorium - the auditorium is in poor condition, with wood floor an the original wood seats, many of them splintered and broken. It has a good-sized stage, but no storage space. Students work on sets in a corridor.

The cafeteria, the former gymnasium, has seating for 360 students at long tables packed closely together. Less institutional seating would be desirable. It is also used for study hall at other times. Such an arrangement is not conducive to study. The wood floor is in need of repair. The cafeteria, of course, is not large enough for the enrollment of the school. The kitchen is adequate for the number of lunches served though it lacks storage space. The only provision for faculty dining is in a corridor near the boiler room; it is totally unsatisfactory. Acoustics are very poor and noise levels are high even in study hall.

The library is a recent addition. Seating for about 100 students is provided. By rearrangement of furniture the seating capacity could be increased somewhat and good circulation maintained, though it would not be possible in the present space to seat even 10 per cent of the enrollment. Carpeting would be helpful in this area.

The administrative offices are far too small. There is very little work area. It is suggested that the "discipline" bench be removed from the general office and that room 110 which is now used for speech and reading be used as an assistant principal's office. This room and 111 next door - the attendance office - should be renovated; they have wood floors and ceilings.

Classrooms - first floor - new section - these are only slightly larger than those in the old building, but otherwise are satisfactory.

Rooms 123 and 124 - biology - are good and have a small storeroom between.

The gymnasium is excellent; it has a folding partition. Locker and shower rooms have sanitary finishes of good quality and facilities for 50 students each. There is a third teaching station on the balcony of the boys' gymnasium but it has not been included in capacity because it is doubtful that, with the size of the locker room, it could be scheduled separately.

Classrooms - second floor - old section - most of these rooms are very small and need painting. Floors are wood. Radiation is exposed, and some seats are set next to the radiator. Because of the lack of bulletin board, chalkboard is being used for tacking and, as a result, will deteriorate quickly. Rooms have no storage.

A student publications room and teachers' workroom have been created on the balcony of the old gymnasium (now the cafeteria). The latter is small, but a step in the right direction; more extensive facilities are critically needed. Teachers need a space in which to work when they are not in the classroom. Department offices are small, and little privacy is available. There is a need for a more united faculty and this might be achieved by centralized professional facilities. More conference rooms are needed. When the need arises, it is a problem to find an office or conference area to meet with students.

Room 212 - is a very large room. It is used for the humanities course and study hall.

Business occupies several rooms on the second floor of the new section. There are three typing rooms, office practice, stenography, bookkeeping, and general business rooms. Two of the typing rooms seat 40, the third seats 30 - all are good spaces. The class size of 40 is commendable as it is quite practical and efficient to teach typing in large groups. The office practice room could be a little larger, especially for a class size of 28 the first period.

Room 221 - art - is an excellent space with good facilities and evidence of a varied program. Room 220B is a regular classroom also used for art. Storage is located between the two rooms.

Teachers' lounges are located on the second floor. They are poorly furnished and small.

The original building has a third floor.

Classrooms - rooms 301-304 are small. Room 303 is too small to be used as a classroom and has not been counted in capacity; this also applies to room 312. Room 305 is a fairly good-sized room, but the only electric outlet is located in room 304 and a cord must be strung between the two rooms for audiovisual presentations. The roof in room 201 leaks. This should be investigated; the water may be coming from the parapet which, if that is the case, should be removed.

Rooms 307, 308, 310, and 311 are used for science. These tend to be somewhat crowded. Some storage space has been provided, but it is insufficient. Biology has no provision for growing plants or raising animals.

Every effort has been made to integrate the teaching spaces connected with a subject. Because of the way the building has grown, this has not always been possible. For example, music is on two floors; two biology rooms are located on the first floor while the other science rooms are on the third. For the most part, however, efforts at integration have been successful.

Without doubt the most significant problem in this building is the circulation pattern. Because the building was constructed in stages without a long-term plan for expansion, traffic patterns are irregular, and movement of students between classes causes crowding and confusion. The corridor outside the cafeteria is particularly troublesome during the lunch hour.

The original building is least adequate and contributes most of the congestion between classes. Corridors are narrow and stairwells are even smaller. Students tend to move slowly in the corridors, and this combined with long distances to travel plus an extended passing time produces problems. Many students consider the passing a social adventure rather than the intended purpose of getting to their next class.

A suggested solution is to develop a corridor at the rear of the stage connecting the two wings at the back of the building. This would create a circular traffic pattern and give everyone a choice of two routes to reach a certain point.

The school seems to lack that indefinable spirit that gives unity. Corridor walls are bare and most rooms are stark and drab and look as if they were uninhabited. Evidences of student creativity are generally absent. This gives the school an institutional look. Color coordination and new paint would help in the older building but it needs a further step. Art displays, student work, posters, bulletin boards, lighting effects, and other such touches are badly needed. The school seems to lack that "lived-in" feeling.

The site at present contains 36.8 acres; an additional 17 acres will be acquired. Unlike the sites at the other schools, this one is not level; it has a sharp drop toward the river bed. The site is generally underdeveloped and has few playfields. No matter what grades this school may serve in the future, more outdoor physical education facilities should be developed. For a high school parking is far from adquate.

Benton Harbor Junior High School

Date Built: 1892
Date of Additions: 1896, 1932, 1954, 1961
Site Size: 3 acres
Capacity: 693
Enrollment 1969-70: 927
Grades Housed: 7-9

The capacity of the Benton Harbor Junior High School is determined in the following manner:

Table 6
CAPACITY OF BENTON HARBOR JUNIOR HIGH SCHOOL

Space	No.	No. of Pupils	Capacity
Classrooms	19	25	475
Science rooms	3	24	72
Typing room	1	30	30
Art room	1	25	25
Music rooms	2	35	70
Home economics rooms	3	20	60
Shops	2	20	40
Mechanical drawing room	1	24	24
Physical education stations	2	35	70
Total Number of Pupils:			866
Capacity at 80 Per cent Utilization:			693

Portable classrooms have not been included in capacity. It might be pointed out also that, although a capacity of 20 has been given to each shop, in reality they are too small for that many students.

This building is a far from adequate educational facility. It is nearly 40 per cent overcrowded and is located on an extremely small site with no outdoor physical education areas and very little parking. The building is in poor condition, particularly the old section. Circulation in this part of the building is also inadequate. Stairways are very narrow and in parts of the building corridors are narrow. It is necessary to have a passing time of six minutes (longer than desirable) because of the congestion. The exterior brickwork in the old section is in poor condition. Some floors are wood. Some plaster on the ceilings is loose, and some of the walls are cracked and show evidence of leaking. Electric wiring in the building has simply been added to; as a result, it is a maze of patchwork. In many cases the electrical outlets are poorly located and insufficient and it is necessary to string extension cords along the floor. The heating system is hot air; the ducts should be closed.

Many of the special spaces are smaller than desirable and in some cases insufficient for junior high school pupils. In physical education, for example, only 751 pupils are enrolled; at the end of September there were 927 pupils in the school. There is not enough room for all pupils to take gym three periods a week let alone the five periods which would be even more desirable. Class sizes range from 27 to 49 pupils; the latter figure is far too high, especially considering the size of the girls' gymnasium. The boys' gymnasium is very noisy and has no storage space nor spectator seating. The stairway to the locker rooms on the floor below is separated from the gymnasium by wire mesh. It is suggested that this be covered with padding to prevent injury. The locker room itself is far too small and inadequate even for one class. Baskets are used for gym clothes and no lockers are provided for street clothes.

The girls' gymnasium is in the basement of the old building. It is completely unsatisfactory. The locker room is small, and there is insufficient room for dressing. It has a small storage area.

The two small shops are located in the basement of the old building. In the wood shop the machines are located too close together. For safety ample room and proper location of machines are necessary. Because of the lack of electrical outlets there are many extension cords running along the floor; this is a hazard. There is no dust collection system. The room has only one exit. Storage is fairly good. The metal shop has very little equipment; the program for the most part is limited to hand work. The drafting room is located on the third floor.

Home economics has three rooms: one on the third floor, two on the second floor, all in the old building. The decoration of the rooms hardly represents a good home economics program. The foods room has wood wainscoting, cracking plaster, and exposed radiators. The floor is pitched. The sewing room is very crowded. The third room is used for demonstration and lecture.

The art room is about half the size it should be; for the enrollment, of course, one art room is hardly enough to provide a full program.

The three science rooms are small. There is little opportunity for other than a lecture-demonstration program. Storage is limited. Little equipment is available.

The band room is more adequate than the other special rooms. It is spacious and has good storage. Acoustics could be improved by covering some of the hard surfaces with acoustic materials. The vocal music room is simply a regular classroom.

The administrative offices are extremely small for a school of this size. There is considerable congestion in the tiny general office.

The library seats 54 pupils and has about 6,000 volumes. A small room used for developmental reading contains none of the equipment useful in this program. Another small room is used for showing films. It seats 36 pupils and is very crowded.

The cafeteria is located on the second floor of the old section. It is a dreary, noisy room and used also for study hall. Seating is at long tables crowded together. The kitchen is fairly small. All the supplies for the kitchen are hand carried up the fire escape. This is inconvenient and even hazardous in winter since there is no roof over the fire escape.

At present four portable classrooms are being used. These are small and very unsatisfactory. There are no facilities for hanging coats.

The old section of the building should be removed as soon as feasible. On the other hand, the rest of the building can continue to serve the school district quite satisfactorily for many more years.

Fair Plain Junior High School

Date Built: 1924
Date of Additions: 1949, 1959
Site Size: 5 acres
Capacity: 513
Enrollment 1969-70: 597
Grades Housed: 7-9

The capacity of the Fair Plain Junior High School is shown below:

Table 7
CAPACITY OF FAIR PLAIN JUNIOR HIGH SCHOOL

Space	No.	No. of Pupils	Capacity
Classrooms	12	25	300
Science rooms	3	24	72
Home economics rooms	2	20	40
Shops	2	20	40
Art	1	25	25
Music	2	35	70
Mechanical drawing room	1	24	24
Physical education stations	2	35	70
Total Number of Pupils:			641
Capacity at 80 Per Cent Utilization:			513

The Fair Plain Junior High School presents quite a contrast to the Benton Harbor Junior High School, yet some of its facilities, in size particularly, are not much more adequate. When it becomes possible to reduce the enrollment so that it is more compatible with capacity, these facilities should be more satisfactory. Both home economics rooms are small and crowded. Some provision needs to be made for storing the books girls bring to class with them. The home living area between the foods and clothing rooms seems to receive little use; consideration might be given to using this space for enlargement of the two teaching stations.

There are two music rooms. The band room is a fair size but crowded for the size of the groups involved. The choral room also is smaller than desirable.

The wood shop is adequate, but the metal shop is small. If the ninth grade is removed from the school, consideration might be given to expanding the metal shop into the area now used for drafting.

The library is less than half the size it should be. It seats 30 pupils and has about 5,000 volumes. It would be possible to expand the library into the adjoining classroom.

One of the science rooms is a good size and has good provision for student experimentation. Work counters have services. Storage is limited. The other two science rooms are essentially classrooms for demonstration.

The art room is excellent and has ample storage. It is recommended that tacking material be installed on the walls to increase the amount of display space.

Facilities for dining are not completely satisfactory. The cafeteria is an extension of the lobby. It is sometimes used for study and small group work; lighting is poor for this purpose. The kitchen is small and crowded and has insufficient storage space.

The gymnasium is good and locker rooms adequate for the capacity. The only place for assembly in the school is in the gymnasium.

Hull School

Date Built: 1950
Date of Additions: 1954, 1958, 1965-66
Site Size: 7 acres (plus .4 for parking across the street)
Capacity: 701
Enrollment:1969-70: 721
Grades Housed: K-9, Sp. Ed.

The capacity of the Hull School is given in Table 8.

The capacity represents the present organization of the school. If it were a junior high school, the capacity would be 618 pupils. As an upper elementary school, capacity would be 750 pupils.

The school has three wings: two planned for elementary and the third for junior high. Because of the enrollments, junior high has had to occupy some of the spaces planned for elementary. The two grade groups share the gymnasium.

The junior high section has some nice facilities. Both the shop and home economics laboratory are good-sized rooms. Home economics needs drapes and dishes; otherwise, the equipment is excellent. A fitting room has been provided. The shop has good equipment; electricity is provided through drop cords from the ceiling. An exhaust for removing sawdust would be desirable. The art room is adequate in size though storage and display space are insufficient; drapes should be provided to reduce solar heat and glare.

Table 8
CAPACITY OF HULL SCHOOL

Space	No.	No. of Pupils	Capacity
Classrooms - Junior High	10	25	250
Science rooms	2	24	48
Home economics room	1	20	20
Shop	1	20	20
Art room	1	25	25
Music room	1	35	35
Gymnasium	1	35	35
Total Number of Pupils:			433
Capacity at 80 Per Cent Utilization:			346
Elementary Classrooms at 25 Pupils-12:			300
Kindergarten at 40 Pupils:			40
Special Education at 15 Pupils:			15
Total Capacity:			701

The classrooms in this section are an excellent size, larger than the elementary classrooms. Some of the lighting, with concentric ring fixtures, is poor; (in most areas of the school it is poor). In some rooms the ceiling tiles need to be repaired. There is little bulletin board. The science rooms are regular classrooms with minimal equipment.

The junior high school library seats 40 pupils and has 3,000 volumes. It is used also for audiovisual storage. In the elementary section each classroom has its own library.

Originally, there were two kindergarten rooms in the school. One is now used as a classroom for junior high school health. The other serves very well for kindergarten and has its own toilet and exit to the out-of-doors. The sink has no work counter.

The elementary classrooms are generally satisfactory, except for lighting and lack of bulletin board.

The multipurpose room has a platform. Storage is very limited. Wood rather than asphalt tile would be a more satisfactory covering for the floor especially for junior high pupils. The room is used as a cafeteria; children bring their own lunch.

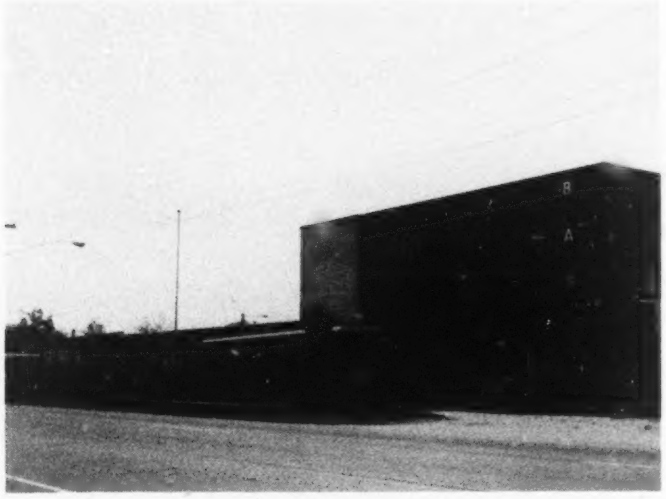
There are small locker rooms connected with the multipurpose room.

One of the problems in the school exists in the elementary office where several staff functions are performed - guidance, discipline, health, and the state trooper - all work in very cramped quarters. The waiting area consists of a small bench, and it is inappropriate for the elementary pupils to be mixed in with discipline problems.

A more satisfactory arrangement should be made for the custodian's quarters. In lieu of a small shop, he must store his materials on a wall above a gas-fired steam generator.

Bard School

Date Built: 1945, 1952
Date of Addition: 1950
Site Size: 6.5 acres
Capacity: 14 classrooms, 2 kindergartens = 430
Enrollment 1969-70: 739*
Grades Housed: K-8*



Bard has two classroom buildings located on the site, a prefabricated library, and four portable classrooms. The older building is constructed of cinder block and has not been well maintained. The exterior is unpainted and shabby. Windows need to be replaced. The interior is equally unattractive, and there is evidence that the roof leaks. Since the appearance of this building detracts from the appearance of the entire complex (as, of course, do the portables), every effort should be made to improve the appearance of the structure. Even more important the interior should be renovated. Other needed improvements include painting, replacement or regrinding of chalkboard, and replacement of window shades and some of the classroom furniture.

The newer building is a satisfactory structure. It has 8 classrooms and a gymnasium. The latter is a good size and has a nice stage. The equipment storeroom is being used for reading. Office facilities are extremely small. Seventh and eighth grades are housed in this building. There are no special facilities provided for these pupils; science is limited to lecture and demonstration.

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* Two fourth grades and all fifth and sixth grades, although counted on Bard's roster, are housed elsewhere - at Millburg, Lake Michigan College, Seely McCord, and Stump Nickerson.

The instructional materials center, or library, is a good size and a very attractive room. Lighting is excellent, and it is carpeted. It has two exits, toilets, a workroom, storeroom, and two small conference rooms. The supply of books is at present very limited.

The site is a fairly good size and is level. A blacktopped play area should be provided.

Boynton School

Date Built: 1890
Date of Additions: 1939, 1952, 1961
Site Size: 6 acres
Capacity. 13 classrooms, 1 kindergarten, 2 Sp. = 395
Enrollment 1969-70: 415
Grades Housed: K-8, Sp. Ed.

The original Boynton building is a white clapboard four-room structure. It is in very poor condition and should be removed as soon as feasible. Plaster walls are in poor condition, paint is needed. Window shades are torn. Chalkboard needs to be repaired, and there is insufficient bulletin board. The only provision for coats is on a rack at the side or rear of the room. Ventilating ducts should be closed. Toilets in this section have cement floors, wood partitions, and plaster walls. Some of the doors to the water closets have been removed. Fixtures are crazed. Drinking fountains are the insanitary bubbler type.

The major, and newer, parts of the school will serve well for the future. Classrooms have been well designed. More bulletin board is needed. Toilets have excellent finishes. The design feature of recessed classroom doors so that they do not protrude into the corridor is commendable.

The 1939 section has two rooms and a basement. One room is being used for a library but, unfortunately, because of overcrowding, may have to revert to a classroom next year. The library seats 25 and has a nice collection of books;

these will be distributed throughout the classrooms next year. Care should be taken that the second exit from this section of the building is kept unlocked.

The other is used for special education. It is simply a regular classroom with a few books and a phonograph. A special classroom in the newest section for older pupils had some more equipment and materials.

The basement is called a multipurpose room but can hardly be considered a functional one. It has a small platform which is being removed to allow more freedom of movement. The space is interrupted by columns, and it now serves as a corridor from the oldest to the newest part of the building. Otherwise, it has no exit. This room and the small storeroom nearby should have sprinklers installed.

There are no special facilities in the school for junior high school pupils.

Many areas of the school were overheated. One thermostat registered 87 degrees.

The site is fairly adequate in size but drainage needs to be improved; most of it was very muddy.

Calvin Britain School

Date Built: 1953
Date of Additions: 1955, 1961
Site Size: 2 acres
Capacity: 17 classrooms, 2 kindergartens, 1 Sp. = 520
Enrollment 1969-70: 665
Grades Housed: K-6, Sp. Ed.

The Calvin Britain School is located on an extremely small site. It is suggested that additions be made to the site as property becomes available. The school is overcrowded, and three portable classrooms are in use. For the most part, this is a substantial, well-built building though some attention should be given to the roof. Much of the acoustic tile is either cracking or loose. The ceiling in the gymnasium is particularly poor.

Classrooms are a fair size, but in some cases very crowded with as many as 32 children. Lighting is good.

The school seems to have more equipment and materials than some of the others visited. Many of the rooms had excellent classroom libraries.

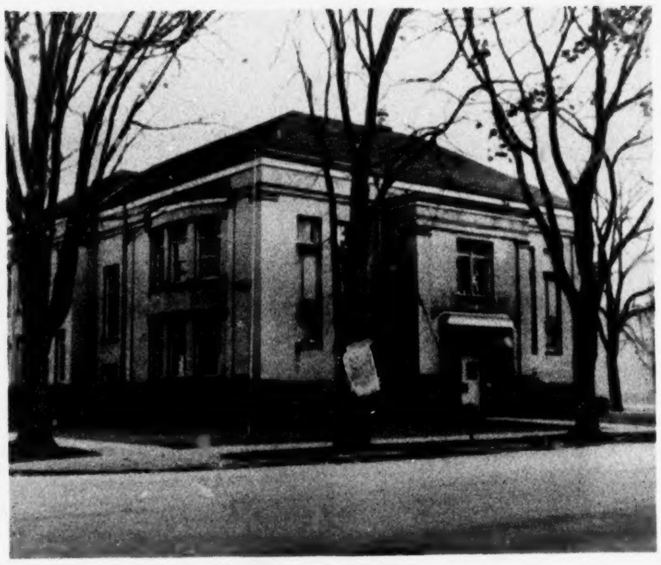
The kindergartens are adequate in size, but not for the 30 or 31 children in each session.

A special class is housed in one of the portable classrooms. This room did not have any equipment and is hardly an appropriate atmosphere for these children.

The playground is covered with dirt and gravel. A hardtopped surface is needed.

Columbus School

Date Built: 1896
Date of Additions: 1900, 1954
Site Size: 1 acre
Capacity: 7 classrooms, 1 kindergarten = 215
Enrollment 1969-70: 257
Grades Housed: K-5



This school should not be continued in use any longer than necessary. It is a completely non-fire-resistive building and has a great deal of dark, varnished wood in the corridors and classrooms. Windows need painting on the exterior. The roof leaks and ceilings are in poor condition. In one room the floor has buckled. Smoke doors have been installed on the main and upper floors, but the stairways to the basement are open and of wood. Toilets are located in the basement and efforts have been made to maintain them. Sprinklers are provided in the basement. Drinking fountains are of the insanitary type. A new boiler has been installed.

Classrooms are a fair size but most classes are large. They have both unit ventilators and exposed radiators.

The gymnasium is, of course, a fairly new facility. It could continue to serve the community well, if the main building were removed.

Eaman School

Date Built: 1952
Date of Additions: none
Site Size: 7 acres
Capacity: 4 classrooms = 100
Enrollment 1969-70: 94
Grades Housed: 7-8

Eaman has four classrooms, two of which are in the basement. It is recommended that use of the latter be discontinued as soon as possible.

The school has no special facilities for junior high school pupils. Science is conducted in a regular classroom. Students are bussed to Lafayette for physical education. The basement classrooms have high windows, cement floors, and exposed pipes on the ceiling.

A one-room school on the site (built about 1870) has been renovated and is used for band practice.

This school has not been included in the long-range program of the school district. Certainly, because of its size it should not be used for upper elementary or junior high school pupils. On the other hand, it might be used as an early childhood learning center.

Fair Plain East School

Date Built: 1954
Date of Additions: 1959
Site Size: 9.5 acres
Capacity: 12 classrooms, 1 kindergarten, 2 Sp. = 370
Enrollment 1969-70: 366
Grades Housed: K-6, Sp. Ed.

Fair Plain East has one of the best sites in regard to size in the district, but it is very muddy. A hard-surfaced area is needed for play.

Classrooms are a good size. They have a great deal of glass and, as a result, glare from the sun is objectionable. Audiovisual presentations are hampered. Drapes or shades should be provided. Lack of storage space is also a problem. Audiovisual equipment must be kept in the corridors. Some of the chalkboard needs replacement or regrinding. Concentric ring fixtures in the original building should be replaced with fluorescent. The special education rooms are simply regular classrooms.

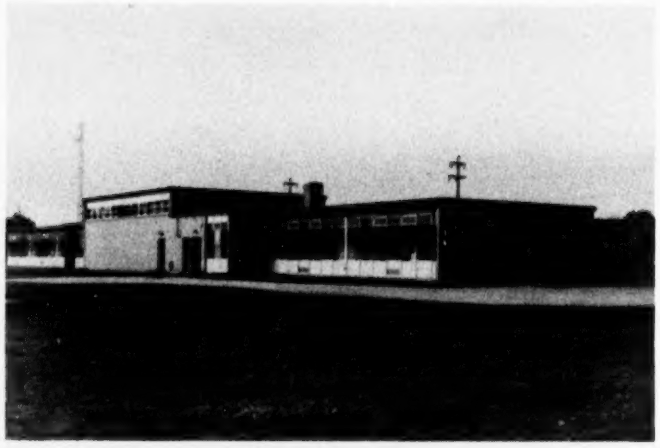
This school has a small library seating about 12 pupils. There is a good supply of books.

The gymnasium is very small and acoustics are poor. The stage is a good size but has to be used for storage. Acoustic treatment should be provided in the gymnasium to reduce the noise in the corridors and classrooms as well as in the gymnasium.

The kitchen is used for remedial reading, the community education program, and storage. The community education office has no ventilation.

Fair Plain Northeast School

Date Built: 1959
Date of Additions: none
Site Size: 7 acres
Capacity: 9 classrooms, 1 kindergarten = 265
Enrollment 1969-70: 265
Grades Housed: K-7



This school has a good site, but again should have a blacktopped play area.

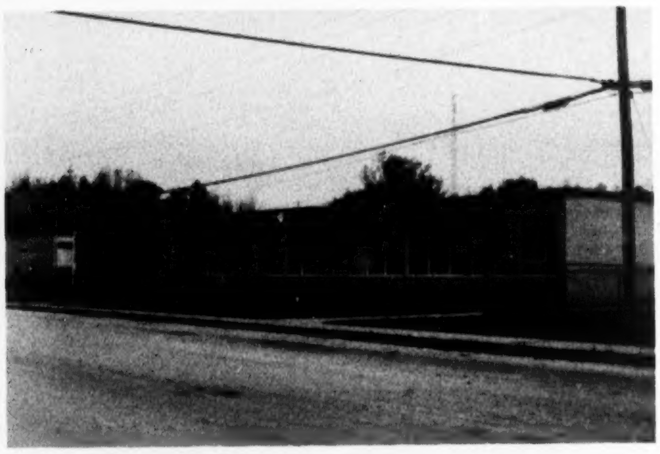
Classrooms are a fair size though the sixth grade, with 35 children, is very crowded. Heat in the building is excessive and thermostats should be checked.

The school has somewhat better supporting facilities than most. It has a small music room, health room, and nice teachers' lounge. There is also a small library. A storeroom for art supplies has been provided.

The gymnasium is adequate in size, a portable stage has been constructed by parents.

Fair Plain Northwest School

Date Built: 1959
Date of Additions: none
Site Size: 2.5 acres
Capacity: 6 classrooms, 1 kindergarten = 190
Enrollment 1969-70: 179
Grades Housed: K-6



The Northwest School is similar to Northeast though it has fewer classrooms and is located on an extremely small site. Again, excessive heat in some of the rooms is a problem.

Fair Plain West School

Date Built: 1954
Date of Addition: 1959
Site Size: 6 acres
Capacity: 12 classrooms, 1 kindergarten, 2 Sp. = 370
Enrollment 1969-70: 356
Grades Housed: K-6, Sp. Ed.

In many respects West is similar to East, but it has several major problems and is in poor condition.

Incandescent lighting should be replaced with fluorescent. Acoustic control is needed in the gymnasium. Light control is needed in the classrooms. A hardtopped play area would be desirable. Large cracks have appeared in the walls of some rooms. The boilers are not in good condition and the building needs to be painted.

The most serious problem is the destruction done by termites. Consideration might be given to the following to arrest the spread of damage: Dig a trench 2 feet deep around the building, soak it with chlordane solution, backfill, and soak again.

Johnson School

Date Built: 1950
Date of Additions: 1954, 1963
Site Size: 5 acres
Capacity: 11 classrooms, 1 kindergarten = 315
Enrollment 1969-70: 296
Grades Housed: K-8

Johnson School has three wings; the only access to one of them is through the kindergarten. The building has been designed basically for elementary grades and the traffic pattern is unsatisfactory for departmentalized junior high school grades. No special facilities have been provided for these pupils.

Classrooms generally are a satisfactory size though the kindergarten is not large enough. Glare from the outside continues to be a problem. Opaque panels similar to those provided in some rooms would be helpful in reducing the amount of light. The rooms have very little bulletin board and some of the chalkboard has deteriorated because it has been used for tacking.

Storage in the building is very limited. Physical education equipment and music stands are stored in the corridor. Tables used for dining are stored in the kitchen. The latter, incidentally, is very well equipped. Audiovisual equipment is stored in the tiny general office. This area needs more ventilation. Additional drinking fountains are needed in the building.

The school is very close to the highway and in the flight pattern to the airport. Play space is limited.

Lafayette School

Date Built: 1918
Date of Additions: 1951, 1957
Site Size: 3.9 acres
Capacity: 8 classrooms, 1 kindergarten = 240
Enrollment 1969-70: 222
Grades Housed: K-3

Lafayette serves all children in kindergarten through grade three in this section of the district; North Shore serves grades four through six, and Eaman grades seven and eight. All the children use the multipurpose room at Lafayette.

Classrooms vary in size; a few are quite small. They have very little storage; not all have sinks. They lack sufficient bulletin board, and some of the chalkboard should be reground or replaced. Some rooms are overheated.

The three rooms in the original building need to be renovated. The wood floors creak. Chalkboard is poor. Paint is peeling. Electric outlets are insufficient and are poorly located.

The gymnasium is an excellent size. The stage is adequate for an elementary school but there is no storage.

The cafeteria, located in the basement, has high windows. This room may have to be used as a classroom next year. It has an exit to the out-of-doors, but lacks ventilation.

The community education office and a good-sized storeroom are also located in the basement. These spaces should be ventilated.

Martindale School

Date Built: 1949
Date of Additions: 1953, 1965
Site Size: 9.5 acres
Capacity: 8 classrooms, 1 kindergarten = 240
Enrollment 1969-70: 272
Grades Housed: K-8

Martindale has an excellent site but a poor play area.

Most of the classrooms are smaller than desirable. Lighting is poor and should be replaced. There is very little bulletin board. Two classrooms are separated by a folding partition but it is not soundproof. The kindergarten is simply a regular classroom and has no storage and no cubicles for pupils' belongings.

A few bookshelves in the corridor serve for a library.

The gymnasium is a good size and has in-wall tables for dining. The kitchen is very satisfactory.

Millburg School

Date Built: 1924
Date of Additions: 1955, 1964
Site Size: 7 acres
Capacity: 7 classrooms, 1 kindergarten = 215
Enrollment 1969-70: 143
Grades Housed: K-7

Classrooms generally are rather small. Those in the original building need renovating. They have wood floors, plaster walls and ceilings. The plaster is cracking in some places. These rooms are very noisy because of the hard surfaces from which sound rebounds. They have an excessive amount of chalkboard, some of which should be replaced with bulletin board; some should be reground. The whole building has an excessive amount of glass; in some of the newer rooms opaque sections have been set into the windows. New lighting has been installed throughout the building.

Toilet rooms have new fixtures and have been well maintained. It is recommended that the wood partitions and doors be replaced with metal.

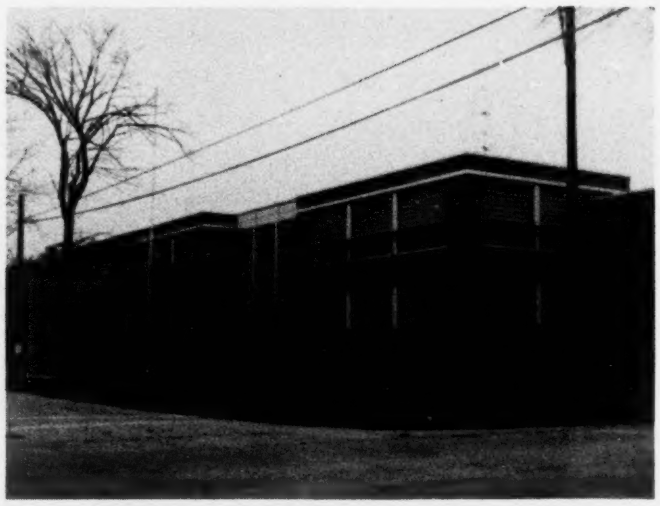
The gymnasium has no stage. The kitchen is quite satisfactory.

This school has a small library. Otherwise, there are no special facilities for seventh graders.

The district has acquired additional property and will create a parking lot.

Morton School

Date Built: 1926
Date of Additions: 1953, 1964
Site Size: 1.5 acres
Capacity: 21 classrooms, 2 kindergartens = 605
Enrollment 1969-70: 754*
Grades Housed: K-7*



Morton School is a substantially constructed building. The site is extremely small; there is virtually no play area and parking is on the street.

Classrooms vary in size. Those in the old building have wood floors which need to be redone or recovered. Acoustic tiles have been glued to the ceilings. Lighting needs to be improved. Heat is excessive in many rooms. There is an abundance of glass and capacity for darkening the rooms for audiovisual presentations is limited or nonexistent. Some chalkboards need to be reground or replaced.

One room used for kindergarten is far too small and lacks stoage. The other kindergarten room, which was designed for this purpose, is a much better size. The room above it is the same size but is used by one of the upper grades. This room has a second exit to a fire tower, but it has no partition and is open to the stage.

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* All seventh graders (87) are located in an annex which is not included in capacity.

Toilet rooms need some maintenance. In some cases, metal partitions have corroded and rusted and should be replaced. Some painting is needed.

The school lacks storage. There also seemed to be a dearth of materials and equipment in this building.

The gymnasium is adequate. Ceiling tiles are being replaced but glue is being used.

The Morton Annex is a church building located a few blocks away. It is owned by the district and houses seventh grade from Morton. The building has five rooms, some of quite good size. It has no facilities for junior high school pupils. There is very little chalkboard or bulletin board, few books, and no equipment. Lighting is poor. Toilet facilities are insufficient and in poor condition. The railing on the stairway to the basement is loose and should be repaired. This building has not been counted in present capacity because it is considered totally inappropriate in its present condition and use. If in the future it continues to be used in the school program (it could be considered as an early childhood center), it should be completely renovated and equipped. The Annex was constructed in 1947, with an addition in 1952. It has two acres.

North Shore School

Date Built: 1948
Date of Additions: 1952, 1959
Site Size: 5.5 acres
Capacity: 6 classrooms = 150
Enrollment 1969-70: 144
Grades Housed: 4-6

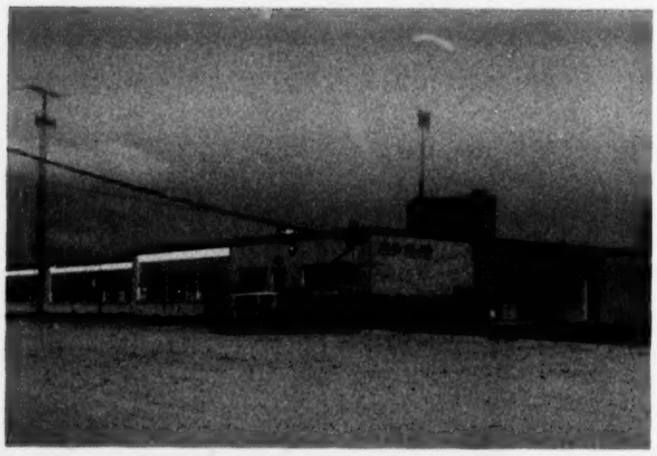
North Shore School serves grades four through six for the entire northern section of the district. Other than classrooms the building has no facilities. There is no multipurpose room, which is a major handicap. Children go to Lafayette for physical education. They eat lunch in the classrooms, and supervision at the lunch hour is complicated.

Classrooms have an excessive amount of glass, and darkening for audio-visual presentations is difficult. Part of the corridor has been set up for showing films.

Lighting in the building is very poor, particularly in the old section. The building needs to be painted. The new section has metal acoustic ceilings which are superior to the type of material used elsewhere. Two classrooms have a folding wall between them. Classrooms have very little bulletin board. Storage throughout the school is very limited.

Pearl School

Date Built: 1954
Date of Addition: 1960
Site Size: 9 acres
Capacity: 5 classrooms, 1 kindergarten = 165
Enrollment 1969-70: 158
Grades Housed: K-6



Pearl School has a nice site and a satisfactory playground. It is recommended that the old building on the site, which is in very poor condition, be removed to allow for further expansion. This building should not be used for pupils under any circumstances.

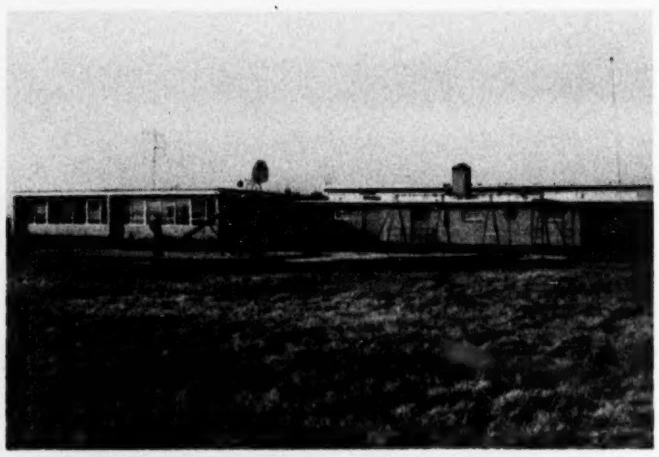
Classrooms are a good size and have excellent lighting. The amount of bulletin board is insufficient. Again, there is a considerable amount of glass and some rooms become very hot from solar radiation. Installing an overhang over the windows might be helpful.

The kindergarten room is a good size. The kitchen opens directly onto this room. Children carry their trays back to the classroom to eat. The school has no multipurpose room. It would be possible to have some limited physical activities in the kindergarten in the afternoon; it is used now only in the morning session.

Toilets are located between classrooms. The number is insufficient for the enrollment of the school.

Pioneer School

Date Built: 1955
Date of Addition: 1958
Site Size: 2.5 acres
Capacity: 5 classrooms = 125
Enrollment 1969-70: 33
Grades Housed: 8-9



This school, formerly known as Stump Alma, is used for junior high school boys who have had difficulty in adjusting to the regular classroom situation. It is a poorly constructed building; and inexpensive materials were used throughout.

The facilities offer little possibility for a meaningful program for these pupils, and there is minimal equipment and materials. One classroom contains typewriters; the desks are like drafting tables and the seats are very high. Another classroom is called a shop; it has two homemade workbenches and a few vises and saws.

The building has no multipurpose room as such, though a large lobby-like area is used for limited recreation. Food is transported from Stump Nickerson.

Seely McCord School

Date Built: 1902, 1950
Date of Additions: none
Site Size: 6 acres
Capacity: 21 classrooms, 2 kindergartens, 1 Sp. = 620
Enrollment 1969-70: 678
Grades Housed: K-6, Sp. Ed.

Seely McCord School has two separate buildings. Basement classrooms in the old building have not been included in capacity, and it is recommended that the 1902 building be eliminated from the long-range planning of the school district.

This building has eight classrooms on two floors and two in the basement. Some renovation has been done in the building after a fire last year, but several classrooms still have wood floors, large exposed radiators, and an excessive amount of chalkboard, much of it in poor condition. Rooms are overheated. The fire escape from the second floor is exposed and was covered with ice when the school was visited.

One room in this building is used for an educable class; it has no special equipment, not even a sink.

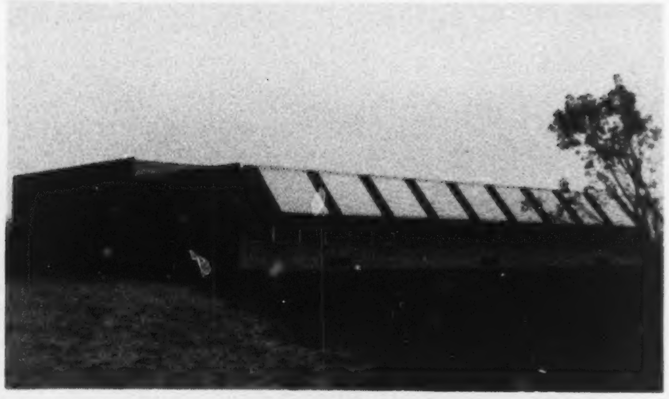
Toilets are located in the basement; they are typical old gang toilets of the era with wood partitions, brick walls, cement floors, and poor ventilation.

The 1950 building is a good structure. Classrooms vary in size. Some lack sufficient storage. A very large room contains a folding partition; it is being used for team teaching with two teachers. The two kindergarten rooms are satisfactory. Many rooms have toilets and exits to the out-of-doors. Not all rooms have sinks.

The multipurpose room is a good size and has a stage. The small kitchen is used for several purposes.

Sodus School

Date Built: 1956
Date of Additions: none
Site Size: 5 acres
Capacity: 3 classrooms* = 75
Enrollment 1969-70: 100
Grades Housed: 1-4



Sodus has a good site, particularly for the size of the school. Classrooms are a fairly good size. Concentric ring fixtures should be replaced with fluorescent. More bulletin board is needed. Classrooms have good individual libraries. Awnings have been installed to reduce solar heat and glare, but skylights are exposed and there is no way to darken the rooms. Rooms do not have sinks.

The multipurpose room is satisfactory. The PTA kitchen is also used as a teachers' workroom.

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* Also have a portable classroom.

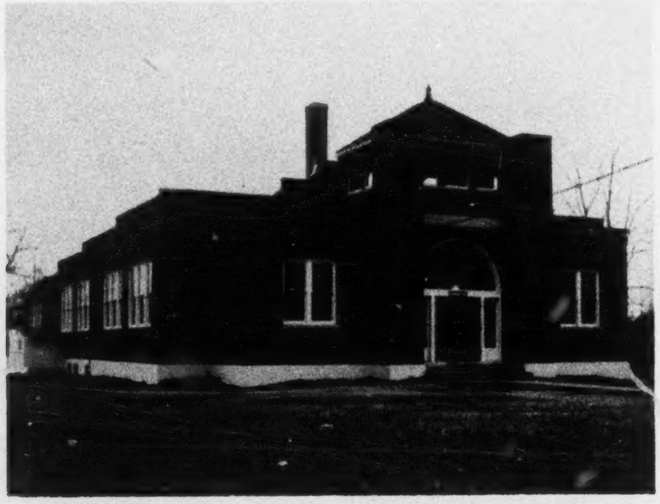
Sorter School

Date Built: 1927, 1951
Date of Additions: 1957, 1961
Site Size: 10.5 acres
Capacity: 19 classrooms, 2 kindergartens, 1 Sp. = 570
Enrollment 1969-70: 560
Grades Housed: K-8, Sp. Ed.

The newer building at Sorter is satisfactory. It has 2 rooms designed for kindergarten and 14 regular classrooms. Classrooms are a good size and generally satisfactory. The amount of glass is a problem, as it is at other schools; in addition, there are skylights which should be secured into place and covered. The original section of this building has concentric ring fixtures which are being replaced. Lighting fixtures in the newer sections, although fluorescent, are not satisfactory and should be replaced. One of the 14 classrooms is now being used for music; another for an adjusted study class.

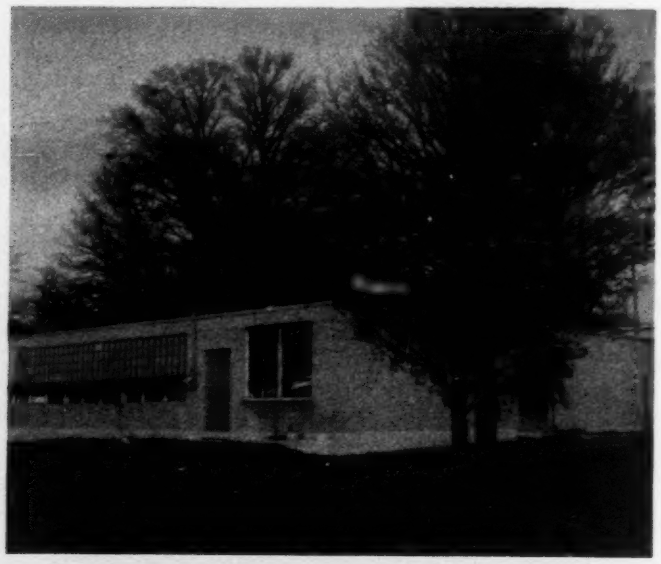
The playroom is rather small. It has an asphalt tile floor, which is satisfactory for young children but not for junior high pupils. The rear of the stage is used for storage of chairs and voting machines. Ceiling tiles need to be secured into place.

The 1927 building across the street is in very poor condition and should not be continued in use any longer than necessary. If it remains in use, it should be completely renovated. The building has six classrooms. They have metal ceilings, dark terra cotta tile wainscoting and wood floors. Heating pipes are exposed; the asbestos covering is coming off. Fluorescent fixtures are open. Windows in some of the rooms are loose; in others they have recently been replaced. Chalkboard has deteriorated. The only electric outlets are at the rear of the room. Hardware on doors is worn out. In rooms which have asphalt tile floors, some of the tiles are broken. There is evidence of leaks. Toilets are very unsatisfactory; partitions have broken and fixtures are crazed and stained.



Spinks Corners School

Date Built: 1956
Date of Additions: none
Site Size: 1.5 acres
Capacity: 1 classroom, 1 kindergarten = 65
Enrollment 1969-70: 56
Grades Housed: K-3

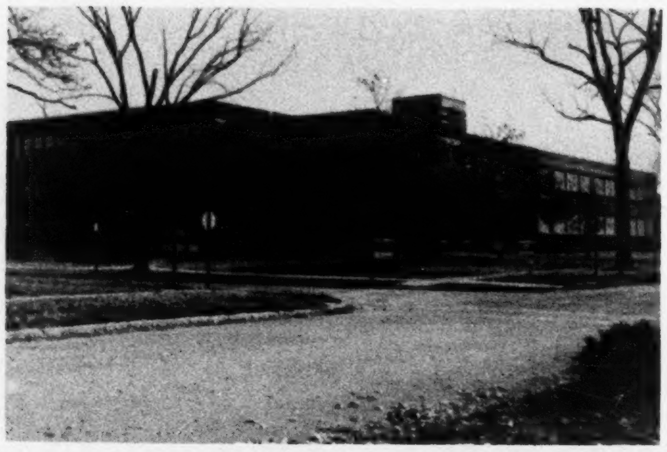


Spinks Corners School has only two classrooms and serves children in kindergarten through grade three from the neighborhood. It is an attractive little building and classrooms are satisfactory. It is suggested that the concentric ring fixtures be replaced with fluorescent.

The school has no multipurpose room and very little playground.

Sterne Brunson School

Date Built: 1909, 1929
Date of Addition: 1951
Site Size: 3.5 acres
Capacity: 19 classrooms, 2 kindergartens = 555
Enrollment 1969-70: 600
Grades Housed: K-7



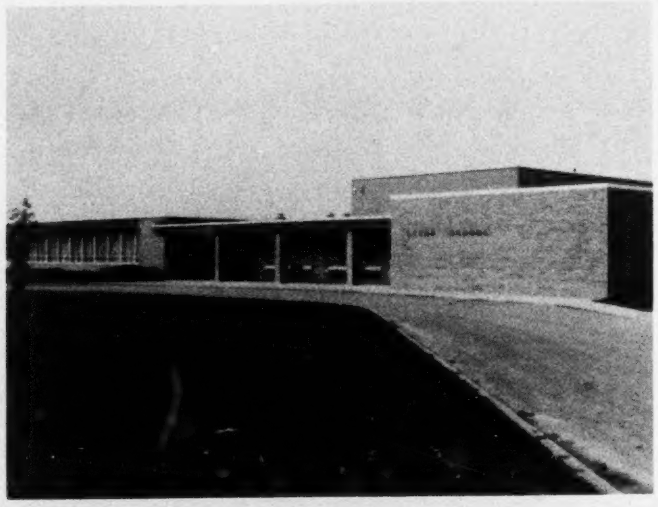
The Sterne Brunson School has been very well maintained and is a substantial structure. The old section, however, should be removed as soon as it is feasible. The classrooms in this part are small and crowded. Some floors are of wood, others of battleship linoleum. Chalkboard has deteriorated. This section has no mechanical ventilation. Radiation is exposed. Fire escapes are open and were covered with ice when the school was visited. Toilets have been well kept. The wood stairs are worn and creak. A large room in the basement is used by the system supervisors for art, music, and physical education.

The newer building has wide corridors. Most of the classrooms are a satisfactory size, but some of the classes are large and the effect is one of crowding. Lighting is good. Bulletin board is limited and some of the chalkboard needs to be reground. Some of the rooms need drapes or shades to cut off the glare and heat. One of the kindergartens has no toilets.

The gymnasium is a fair size and has a good floor. There is a spacious storeroom. Although the site is small, the playground is fairly good.

Stump Nickerson School

Date Built: 1958
Date of Addition: 1969
Site Size: 7.5 acres
Capacity: 3 classrooms, 1 kindergarten, 3 ortho. = 160
Enrollment 1969-70: 119
Grades Housed: K-2, Orthopedic



This is an attractive school; excellent finishes have been used throughout the building. Classrooms are large and well equipped. Three rooms were added recently to house the County orthopedic program which moved from Seely McCord. These rooms are spacious and have excellent facilities for the orthopedically handicapped. The architect has limited the amount of glass to a minimum; yet the design is attractive.

The school's multipurpose room is large and has a good kitchen.

Skill Center

The Skill Center is a one-story building recently acquired by the school district. It has been renovated and some vocational activities from the high school have moved in. When it is in full operation, it will be a most satisfactory supplement to the school program. Shops have been planned for machines, building trades, automotive, electronics, graphics, and drafting. There are also a few offices and a classroom. The shops will accommodate 125 boys in each of two sessions and will also have an evening program.

Preschool Center

The Preschool Center is located in a commercial building in the heart of the city. It has two rooms, spacious and well equipped. It is obvious that this program is worthwhile and will need to be expanded.

V

ENROLLMENT TRENDS

Past Enrollments

Enrollments in the school district for the past five years are shown in Table 9. School enrollments were at their peak in 1966-67 and have since declined at the rate of about 1 per cent a year. Estimates for future enrollments, shown later in this chapter, anticipate a continuation of this trend.

Table 9

PAST ENROLLMENTS BY GRADE

School District of the City of Benton Harbor
Michigan
1965-66 through 1969-70

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12
1965-66	1,126	1,098	1,013	994	960	898	906	886	867	873	757	710	607	11,695
1966-67	1,113	1,115	1,047	986	1,008	933	898	928	875	927	805	692	656	11,983
1967-68	1,175	1,137	1,015	959	969	972	901	905	865	854	845	691	594	11,882
1968-69	1,128	1,148	1,006	974	930	906	936	909	839	868	741	721	598	11,704
1969-70	1,050	1,116	1,066	922	916	892	905	946	898	828	757	666	631	11,593

Grade-to-Grade Movement

As Table 9 shows, classes tend to lose pupils as they move through the school system. In the fall of 1965, for example, grade one had 1,098 pupils; the same class, now grade five, had 892 pupils in the fall of 1969.

Table 10, calculated from data in Table 9, shows movement from grade to grade. The enrollment in grade seven, for example, is equal to 101 per cent of the enrollment in grade six one year earlier. Percentages smaller than 100 may indicate retention of pupils in the preceding grade but generally indicate loss of pupils either because families move out of the district or because children are transferred to nonpublic schools. In high school grades, there are losses as students drop out of school before completing their education.

Similarly, percentages larger than 100 indicate gains resulting from migration, transfers, or promotion policies.

The percentages in the three columns of Table 10 agree quite closely and provide a reasonable basis for predicting future enrollments in each grade. In each case, the median figure was used to predict enrollments for the next two years. Where higher percentages were found, they were used to predict enrollments in later years. No allowance has been made, however, for any marked deviation from present trends.

Table 10
MOVEMENT FROM GRADE TO GRADE
School District of the City of Benton Harbor
Michigan
1965-66 through 1969-70

From Grade	To Grade	Four-Year Average	Two-Year Average	One Year
K	1	99	98	99
1	2	92	91	93
2	3	94	94	92
3	4	98	95	94
4	5	96	95	96
5	6	98	98	100
6	7	101	101	101
7	8	96	96	99
8	9	101	100	99
9	10	89	87	87
10	11	88	87	90
11	12	88	87	88

Kindergarten Enrollments

Enrollment projections based on children already in school often prove to be quite accurate; estimates of future enrollments in kindergarten are more difficult.

Where births are used to predict kindergarten enrollments, allowance must be made for the effects of migration in the five years between birth and enrollment in kindergarten, the effects of attendance at nonpublic schools and, in many school districts, the difference between the boundary of the school district and the boundary of the political subdivision for which births are tabulated.

The school census, where available, can often indicate variations in migration rates and shifts from public to nonpublic schools. Although in the case of Benton Harbor there appears to have been a fairly accurate count of even very young children, this is not always true; the accuracy of any predictions based on census figures is, of course, affected by the accuracy of the census.

In the case of Benton Harbor, the school census was last conducted in 1968 and the figures are therefore less current than would be desirable. Projections based on these figures, assuming migration after 1968 at a rate equal to the average for the years from 1964 through 1968, are shown in Table 11.

Shown in the same table are kindergarten estimates based on births, which were used in making the estimates shown later in Table 13. The fact that for three out of four years the kindergarten estimates, although calculated by different methods and from different data, are practically identical makes it probable that these are a reasonable indication of future enrollment trends at this grade level.

Table 11
ESTIMATES OF FUTURE ENROLLMENTS IN KINDERGARTEN
School District of the City of Benton Harbor
Michigan
1970-71 through 1973-74

Year	Kindergarten Estimates Based on Census	Kindergarten Estimates Based on Births
1970-71	997	1,016
1971-72	913	1,050
1972-73	954	964
1973-74	826	852

As Table 9 shows, there were over 1,100 children in kindergarten in each of the years from 1965-66 through 1968-69. The fall of 1969 saw a drop to 1,050, and it is probable that, for at least the major part of the next decade, future kindergarten enrollments will be even lower. It is anticipated that this will result in a steady decline in elementary enrollments, at least through 1976-77.

This decline results from a decline in births in the middle and later years of the past decade. Nationally, the annual number of births decreased steadily from 1961 through 1968, and rose again in 1969. Further increases are to be expected in 1970 and subsequent years. Assuming Benton Harbor follows the national trend, as it did in most years of the 1960's, kindergarten enrollments in 1974-75 and subsequent years will be higher than in 1973-74. The estimates in Table 13 allow for this.

Births to residents of Benton Harbor, as reported by the Michigan Department of Health, are shown in Table 12. These figures are about 20 per cent lower than the school census count of one-year-olds in the district one year later and about 25 per cent lower than the number of children in kindergarten five years later.

Table 12
BIRTHS TO RESIDENTS
Benton Harbor City
1960 through 1968

Year	Births		
	White	Nonwhite	Total
1960	529	283	812
1961	528	314	842
1962	546	322	868
1963	475	279	754
1964	444	356	800
1965	384	364	748
1966	408	367	775
1967	349	358	707
1968	195	409	604

Michigan Department of Health.

Because of the differences in rates of migration and nonpublic school attendance between white and nonwhite pupils, separate estimates were made for the two groups. On the basis of present and past enrollments in kindergarten and first grade, it appears that future nonwhite enrollments in first grade will be equal to about 149 per cent of nonwhite births six years earlier, white enrollments in first grade will be equal to about 121 per cent of white births, and kindergarten will be equal to 101 per cent of grade one the following year. These percentages were used in making the estimates shown in Tables 11 and 13.

Estimates of Future Enrollments

Estimates of future enrollments in the School District of the City of Benton Harbor are shown in Table 13.

Table 13
ESTIMATES OF ENROLLMENTS
School District of the City of Benton Harbor
Michigan
1970-71 through 1980-81

Year	K-5	6-8	9-12	K-12	K-6	7-8
1969-70	5,962	2,749	2,882	11,593	6,867	1,844
1970-71	5,840	2,696	2,887	11,423	6,714	1,822
1971-72	5,781	2,640	2,949	11,370	6,651	1,770
1972-73	5,689	2,585	2,991	11,265	6,530	1,744
1973-74	5,424	2,633	3,030	11,087	6,338	1,719
1974-75	5,189	2,653	3,030	10,872	6,087	1,764
1975-76	5,087	2,632	2,993	10,712	5,907	1,812
1976-77	4,981	2,537	3,036	10,554	5,801	1,717
1977-78		2,495	3,058			1,648
1978-79		2,452	3,003			1,675
1979-80		2,318	2,973			1,631
1980-81			2,924			1,471

Enrollments for 1969-70 are actual; special education pupils in addition to the above enrollments amount to 150.

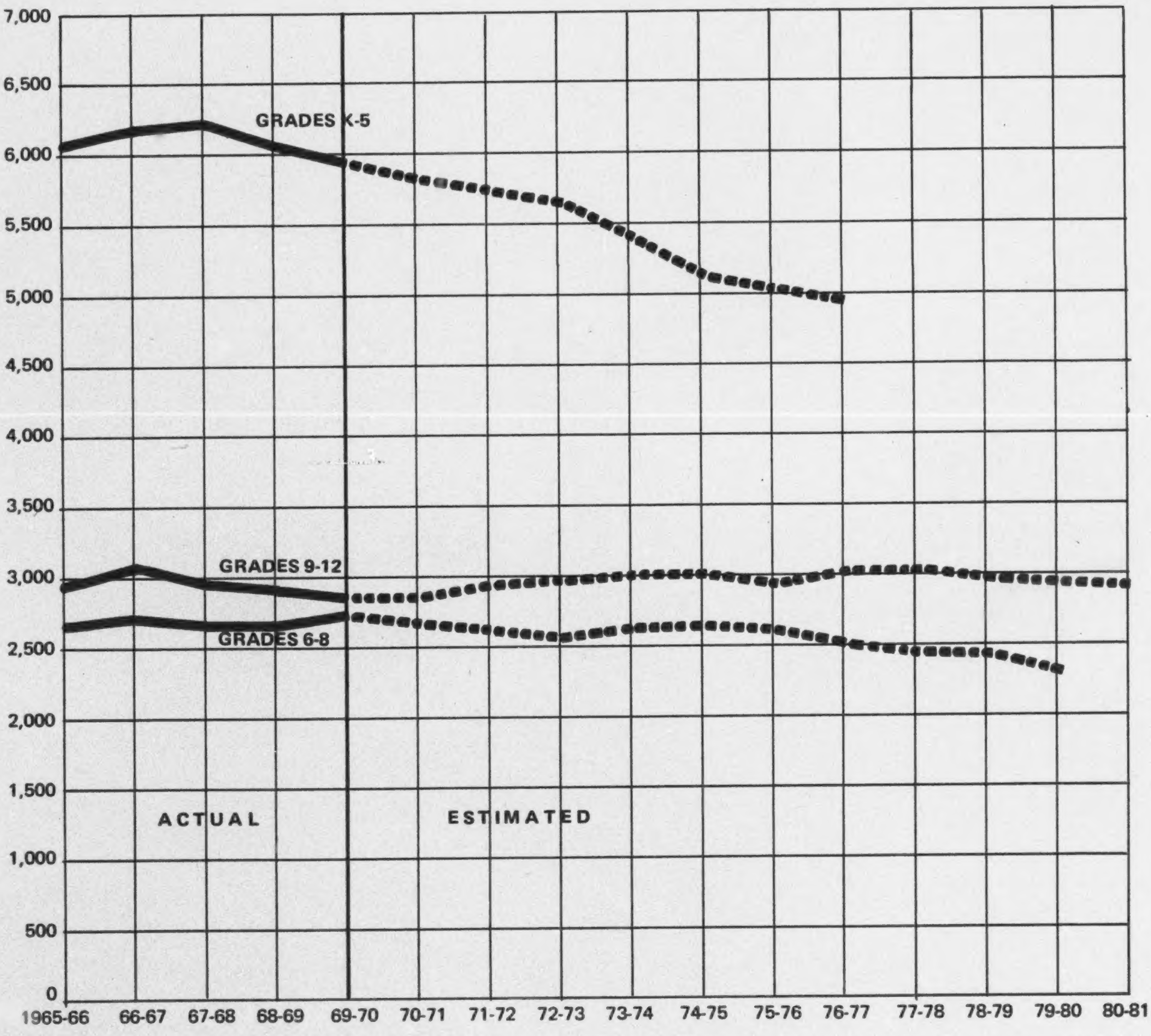
Distribution of Pupils

Maps 2 and 3 show the approximate home locations of pupils in grades one through three by race. This distribution has been used as one of the factors in determining the future distribution of pupils. The location of

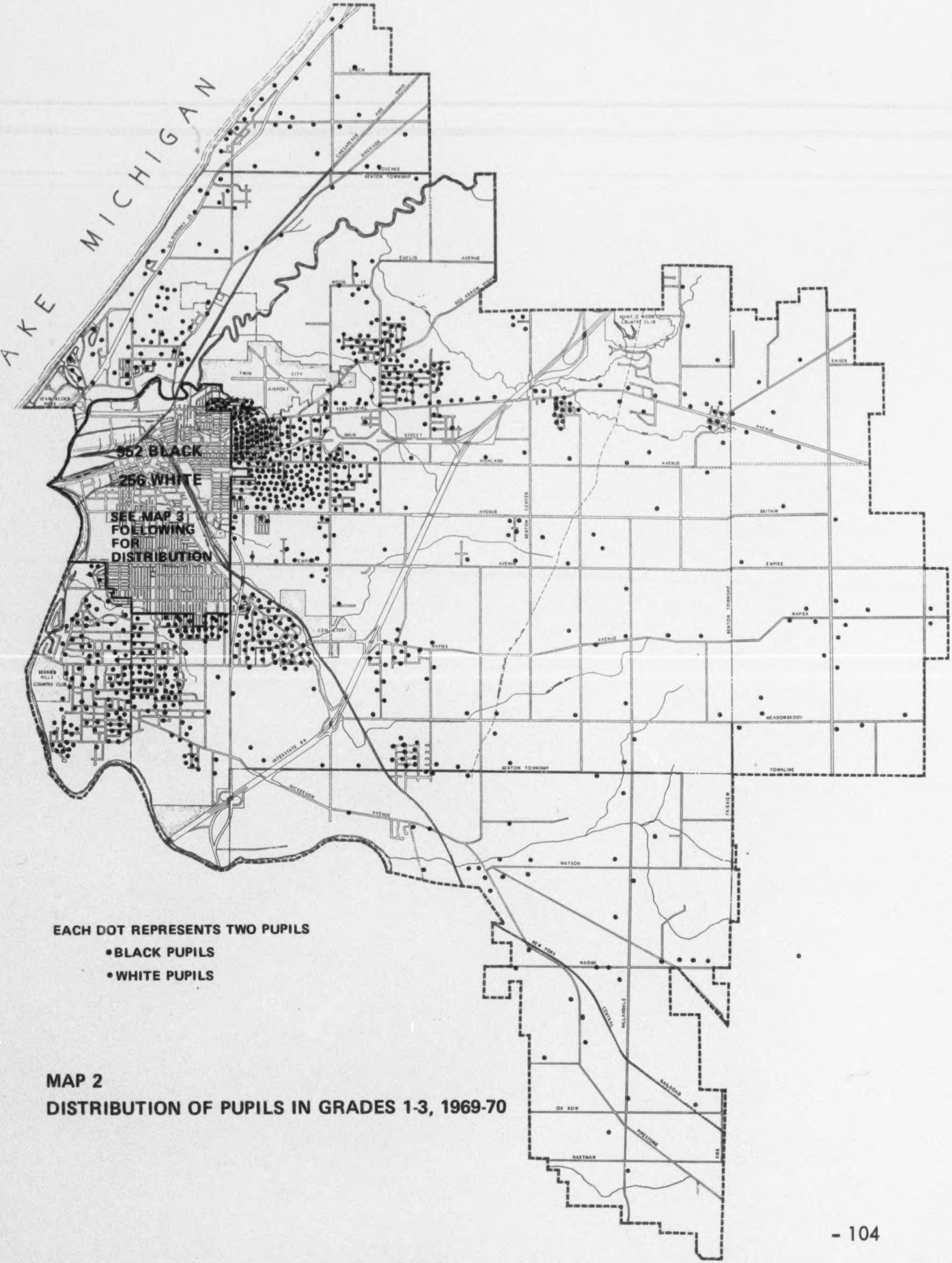
CHART 5

ACTUAL AND ESTIMATED ENROLLMENTS

SCHOOL DISTRICT OF THE CITY OF BENTON HARBOR, MICHIGAN

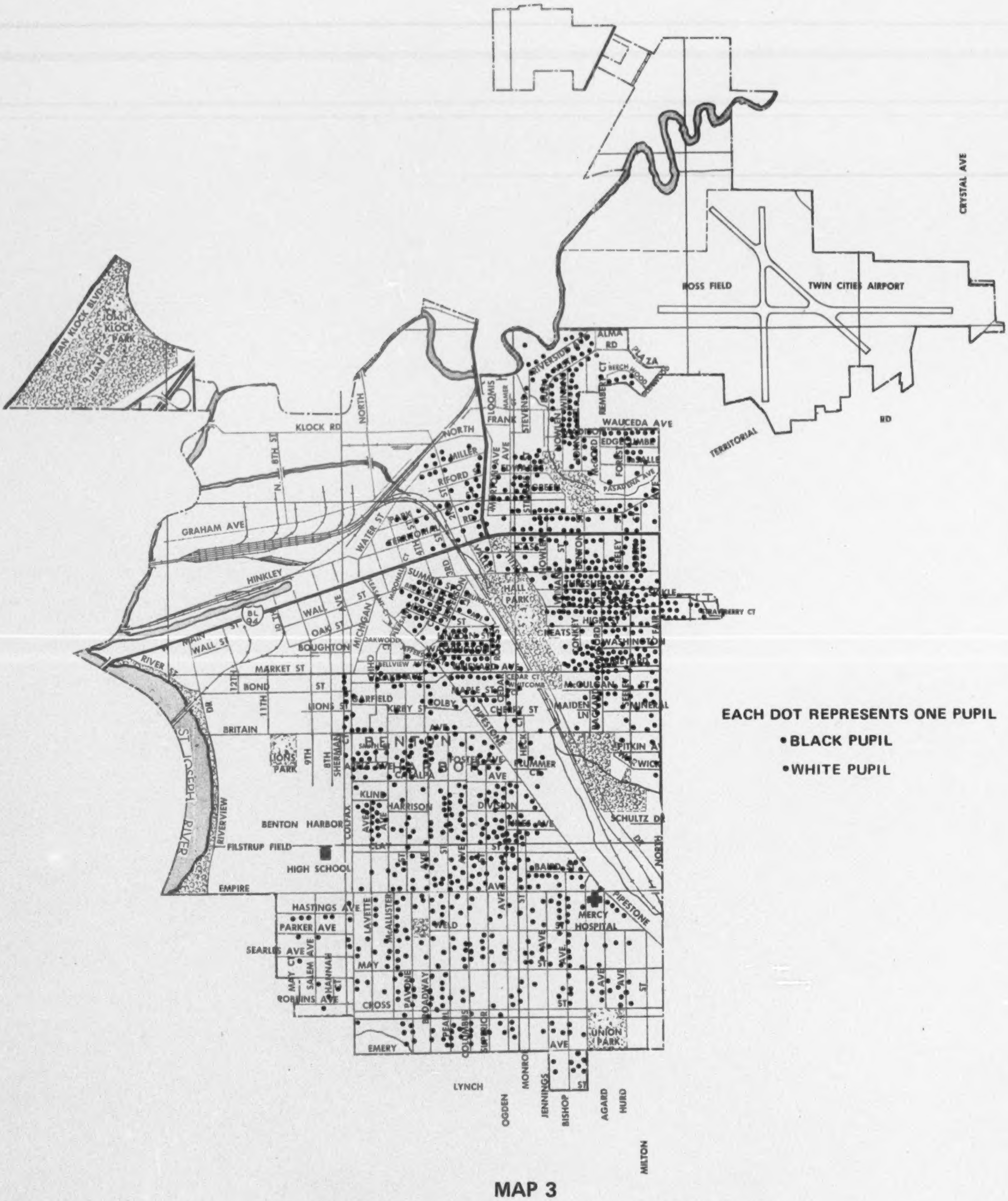


projected new housing (either under construction or planned for the future) has also been considered in distributing future enrollments. Most of the increase is expected to take place in the areas of Lafayette, Johnson, Boynton, and Sorter Schools.



EACH DOT REPRESENTS TWO PUPILS
- BLACK PUPILS
- WHITE PUPILS

MAP 2
DISTRIBUTION OF PUPILS IN GRADES 1-3, 1969-70



MAP 3
DISTRIBUTION OF PUPILS IN GRADES 1-3, 1969-70

VI

ANALYSIS AND RECOMMENDATIONS

From the foregoing discussions of the needs of pupils, the inadequacy of many of the buildings and their equipment, and the achievement levels of pupils, it should be recognized that the Benton Harbor school district is not providing the kind of educational program that is essential to the development of its young people. In order to correct these conditions, it is vital that every citizen realize that important changes must be made in the organization of the schools, in the school facilities that are being used, in the program that is being offered, and in the adjustment of professional staff specialties to the requirements of students.

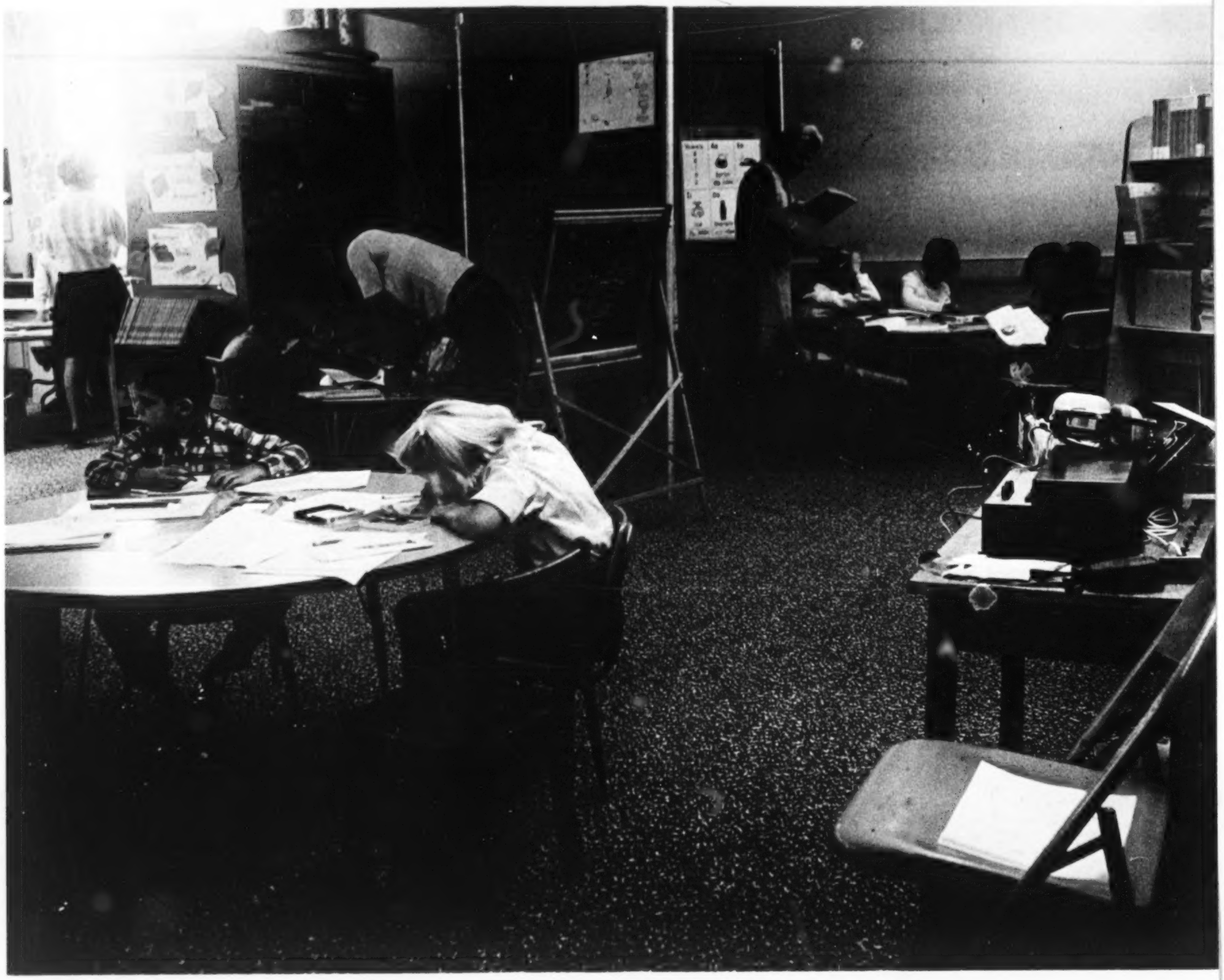
The long-range program that is recommended is a sizable program, involving additional operating costs as well as capital outlay expenditures. It involves administrative decisions and inservice teacher training to meet the changing needs of the student population. Benton Harbor has a tremendous opportunity to point the way to excellence in education for a changing community of its type, and to become one of the outstanding school systems of the country, providing the citizenry is willing to face the basic issues and not simply to try to hold on to a status quo that is no longer adequate. The program that is recommended is ambitious, yet it is realistic and well within the possibility of attainment.

Achievement levels should be raised by at least two years in every grade. Terminal programs for those who will not go on to education beyond high school are extremely important for at least 60 per cent of the student body. The dropout rate needs to be decreased by at least 20 per cent at the high school level. Programs in all schools need to be enhanced and, for many schools, should start at three years of age. The long-range program which is envisaged by your consultants has been developed with these thoughts in mind.

Organization of Schools

It is recommended that a new organization for the school system be established to include a continuous progress program from three years of age to seven years of age in the early childhood schools, a continuation of the continuous progress program in elementary schools from eight to ten years of age, middle schools for pre-adolescents between 11 and 13 years of age, and a high school for students from 14 to 17 years of age. The actual divisions of ages may vary considerably depending on the progress of the individual pupil; and there may be overlapping between these groupings, since no child should be allowed to leave one grouping until he has achieved all the educational goals of that particular division. The success of this system will depend to a large extent on the development of team teaching as well as on the incorporation of teacher aides in the program. It will also involve the inservice training of teachers in such a way that they can experience success in all their endeavors.

The following illustrations show some aspects of a team teaching situation.



Note how teachers work with small groups of, in this case, two and five pupils. The two pupils are French-speaking children who are being given individualized instruction in English. Allowing pupils to work individually permits the teacher to move around and give help where it is really needed rather than disciplining an entire class alone.

The youngster in the foreground has finished his assignment and is asking for teacher help to move forward. There are 70 pupils in this room, but the teachers are concerned with individuals.

This boy is learning to read. The machine he is using includes a tape recorder which contains the voice of his teacher. He then repeats on the tape and contrasts his interpretation of the words with that of his teacher. Others are standing by to learn how to use the machine.

A little daydreaming once in awhile hurts no one. Perhaps he is a budding engineer.

In order to make the program most effective, it is desirable that separate schools be devoted to each level to create a sizable pupil enrollment within the age groups along with a teaching staff that is most competent to deal with the problems of children at these various levels. Therefore, the proposals that are offered here stipulate schools for each of the four levels, avoiding the massing of students with different goals and with different teacher requirements. For example, the major goal for early childhood should be to learn how to read well and to begin to use numbers. The goal in the elementary schools should be to expand their knowledge into the fields of arithmetic computation, science, the arts, social studies, and advanced reading. In the middle schools the goals should be to explore widely in many fields of human endeavor, including science, social studies, languages, the arts, home and industrial arts, and the performing arts. In the high school college preparatory, prevocational programs in the early grades, and vocational skill programs suitable for terminal education for boys and girls in the last two years should be established. Pupils at all levels should also move out into the community with realistic experiences in business, industry, government, and other community-related activities. The total program should be related to meaningful experiences at each age level, avoiding as far as possible the academic, cloistered atmosphere of the old college preparatory program as it now exists to a large extent in Benton Harbor. Physical education and community recreation programs are absolutely essential on a broad base for all young people and should be carried on not only during the school day but also after school, weekends, and holiday periods.

Also needed is a system administrative center which is devoted to curriculum development, inservice training of teachers, improvement in educational programs, the use of new media in contrast to a center which is devoted strictly to administrative problems. This is a system-wide function which cannot be left up to individual schools in an uncoordinated way as it is now.

Desirable Sizes of Schools

The optimum enrollment for elementary and secondary schools has been the subject of much study and research. From these studies some generalizations can be made based largely on the cost of operation, comprehensiveness of program offerings, most efficient use of staff time, and full utilization of facilities.

Early childhood schools	100 to 400 pupils
Elementary schools	300 to 600 pupils
Middle or junior high schools	600 to 2,000 pupils
Senior high schools	Minimum - 1,200 pupils Maximum - undetermined, but possibly 3,000 to 5,000 pupils

In the recommendations, every attempt has been made to establish enrollments that fall within these ranges; in certain cases this has not been possible.

A full-time principal should be installed in each elementary school.* To do this in a school of 100 pupils may be five or six times as expensive per pupil as in a school of 400 or 500 pupils. If a principal were to receive a salary of $10,000, the cost per pupil would be $100 in a 100-pupil school or $20 in a 500-pupil school.

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*For further discussion, see R. S. Sollars, The Relationship of Size of Elementary Schools to Operational Cost and Program Quality. Available in facsimile through University Microfilms, Inc., a Xerox Company, Ann Arbor, Michigan.

Utilization of special facilities and staff is also a determinant of size. For example, a playroom with class sizes of 25 or 30 pupils would be fully utilized on a three-times-a-week schedule in a school of 350 to 400 pupils. An enrollment lower than that would mean poor utilization of teacher and facility. When a specialist has to travel among a great number of small schools in a district, he expends a great deal of time just in travel.

The evidence on achievement scores is not clear. Chart 6 has been developed by comparing school size with achievement scores in 12 Benton Harbor schools. At quick glance, it would appear that the smaller schools lead to better achievement. However, all of the large schools have a majority of black pupils, while all the small schools have a large majority of white pupils. Thus, other factors than size are likely to be responsible for achievement scores. It should be pointed out that none of the schools measured up to national norms.

However, other factors such as size of library, special personnel, adequate playrooms, cafeteria, assembly room, science, and art facilities all are related to size and cost. The need for these programs cannot be ignored.

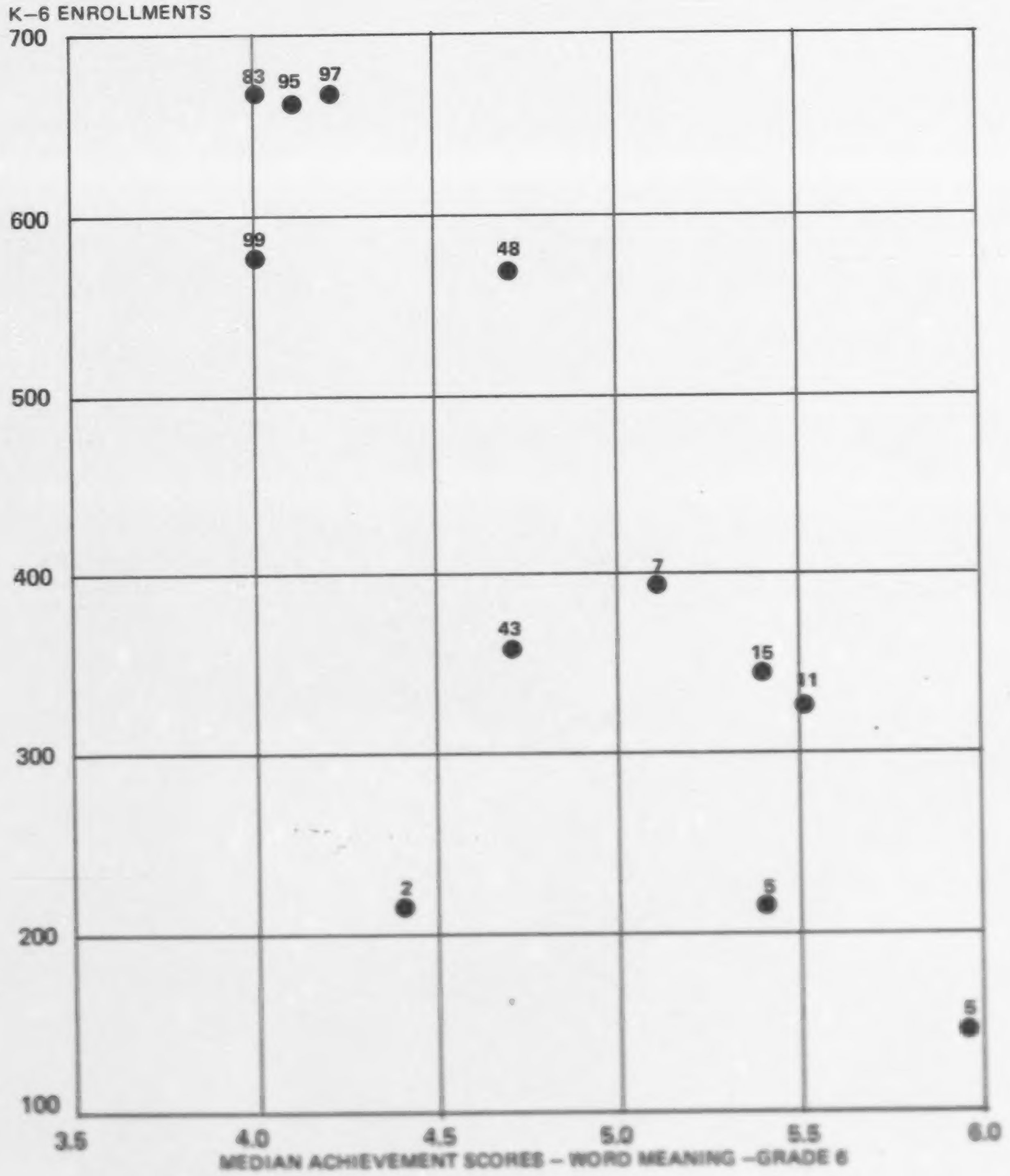
It is therefore considered that there should be at least 75 pupils at each age group. This allows for grouping and regrouping of children according to their needs and achievement. It also allows teachers to cooperate and to work together in a team-teaching arrangement and in curriculum development.

CHART 6

RELATIONSHIP BETWEEN SIZE OF ELEMENTARY SCHOOL AND MEDIAN PUPIL ACHIEVEMENT FOR 12 SCHOOLS

SCHOOL DISTRICT OF THE CITY OF BENTON HARBOR, MICHIGAN

1969-70



NOTES: National Norm = 6.1
System Wide Norm = 4.6
Per Cent Black Pupils Enrolled Shown Above Each Dot

Estimates of Enrollments by Age

Estimates of enrollments have been converted to age groupings and are presented in Table 14. When the early childhood program is in full operation, it is anticipated that there will be 1,200 pupils enrolled. Estimates given for earlier years are the numbers which can be accommodated in existing space.

Senior High School

A recent study in New Jersey showed that large high schools (more than 400 pupils in grade 10) exceeded all others in the number of courses offered, adaptations of curriculum and teaching techniques, and in the number of teachers with master's degrees. The only disadvantage appeared to be that large city high schools may tend to have larger pupil-teacher ratios.

There is one major factor in Benton Harbor that has led to the recommendation for one large single high school. That is, equalization of opportunity for all young people. This could not be achieved in two smaller high schools.

Other reasons for this have been expressed earlier, but some of the major ones might well be reiterated at this point:

1. The college preparatory program can be strengthened and coordinated.
2. A strong vocational program can be developed with prevocational courses in grades nine and ten and vocational skills training in grades eleven and twelve.
3. A wide variety of courses can be offered.
4. Ninth graders will have the opportunity to take advanced courses.

Table 14
ESTIMATES OF ENROLLMENTS BY AGE GROUPINGS
School District of the City of Benton Harbor
Michigan
1970-71 through 1980-81

	Ages	3-4	5-7	8-10	11-13	14-17
Year	Grades		(K-2)	(3-5)	(6-8)	(9-12)
1969-70		120	3,232	2,730	2,749	2,882
1970-71		120	3,083	2,757	2,696	2,887
1971-72		120	3,023	2,758	2,640	2,949
1972-73		120	2,940	2,749	2,585	2,991
1973-74		1,060	2,773	2,651	2,633	3,030
1974-75		1,060	2,606	2,583	2,653	3,030
1975-76		1,200	2,551	2,536	2,632	2,993
1976-77		1,200	2,587	2,394	2,537	3,036
1977-78					2,495	3,058
1978-79					2,452	3,003
1979-80					2,318	2,973
1980-81						2,924

Enrollments for 1969-70 are actual; special education pupils in addition amount to 150.

The present senior high school has a capacity of 1,500 students. Future enrollments in grades nine through twelve indicate the need for 3,000-student capacity. The present site is entirely inadequate to double the size of the school. To operate two senior high schools of 1,500 pupils each would mean drawing boundary lines which would not provide for the integration of the student body. It would also mean duplication of many facilities and many specialized members of the staff in order to provide equal opportunities at both schools.

A single high school in Benton Harbor would also promote unity within the student body, providing that the program established meets the needs of all the young people. This means revision in curriculum as well as in appreciation by the staff of the particular needs of each segment of the student body.

For these reasons, it is recommended that a new senior high school be constructed on a new site of approximately 100 acres and that it be organized on a school-within-a-school program based on four units, each to be headed by a director equivalent to an assistant principal. In this way the teaching staff, guidance department, and the administrative staff will be responsible for a relatively small unit wherein the individuals may be treated like individuals and yet may have the benefit of a very diversified program together with highly specialized staff members in each area and excellent facilities in which to carry out the work.

Middle Schools

The middle school program for children ages 11 to 13, essentially equivalent to grades six through eight, should include broad exploratory opportunities in many fields. The program should be based on inquiry, problem-solving opportunities with laboratory experiences in the sciences, the arts, home arts, industrial arts, social studies, mathematics, and language arts. Library facilities for individual study and research should be provided on a broad base. Physical education opportunities should be maximized.

It is recommended that the existing senior high school be converted for use as a middle school and that the Fair Plain Junior High School also be used as a middle school. In converting the present senior high school, it will be possible to add some capacity, simply because the corrections that are needed in the circulation pattern and in provision for physical education and cafeteria will be such that the additional space will be available for educational purposes.

Following are the suggested modifications:

1. Convert the present auditorium, which at present receives little utilization, to a team teaching space for 125 pupils. This may be accomplished by removing the seats and installing a flat floor.

2. Convert the present cafeteria to a team teaching space for approximately 125 to 150 pupils.

3. The present kitchen may be converted to a teachers' workroom. This will give teachers a place to work when their classroom is in use by another teacher and will thereby contribute to greater utilization of the teaching stations.

4. Create a two-story corridor at the rear of the stage to improve circulation in the building. This provision will permit the construction of six additional classrooms.

5. To the rear of the building construct a cafeteria to seat 750 pupils. If desired, this could also have a stage to create an assembly and dramatics space in addition to the present auditorium stage.

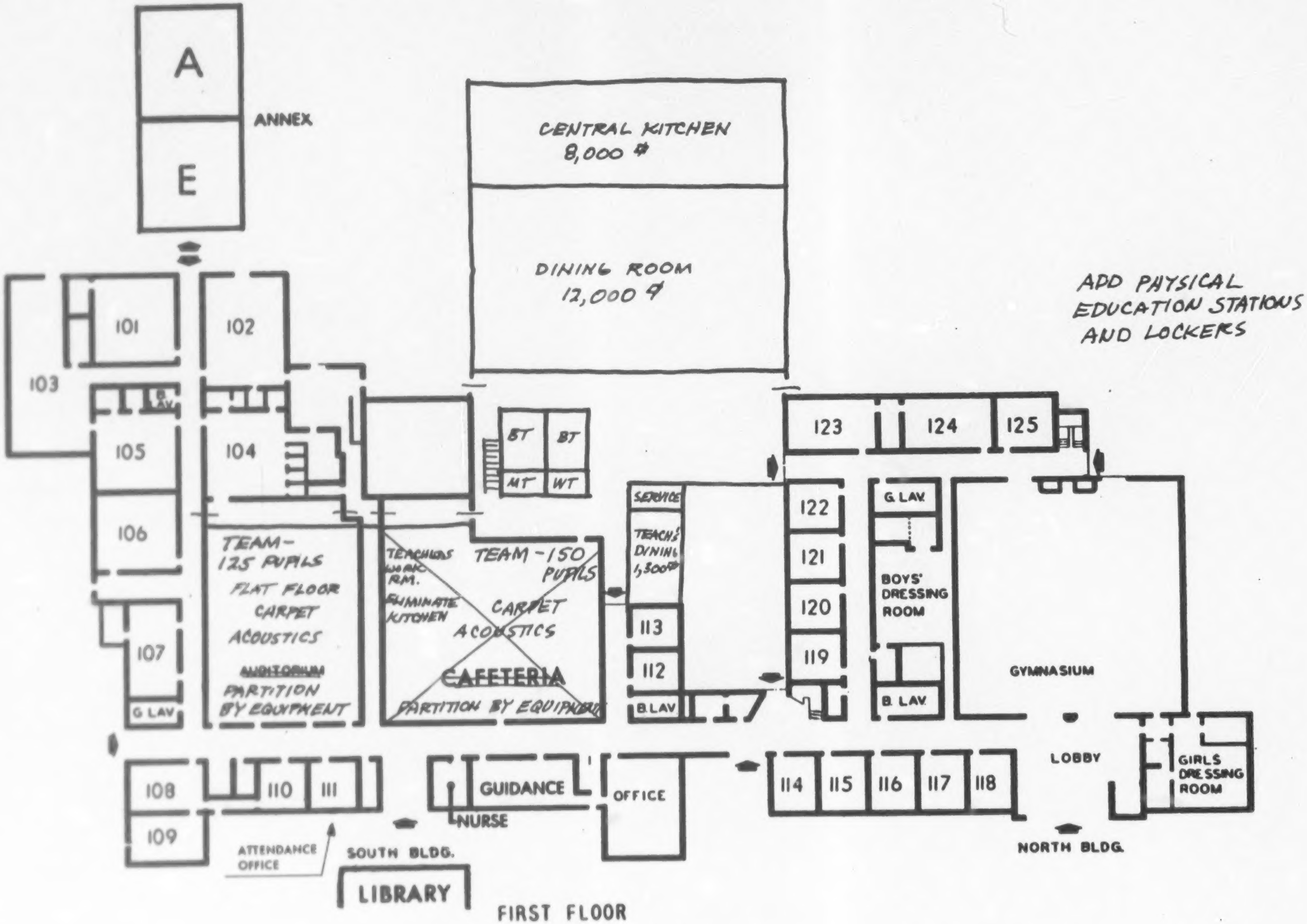
   Also construct a central kitchen to provide food for all the schools of the district. As an alternate, this kitchen could be made part of the new high school.

6. Add physical education facilities including four teaching stations and locker rooms. Consideration should be given to providing a swimming pool, since this is an ideal age for teaching swimming. There is also the possibility of putting a pool on the high school. In any case, additional teaching stations will be needed here. The pool or pools should be viewed as a community pool and available evenings, weekends, and holidays.

7. The balcony of the auditorium may be converted to professional work and conference facilities.

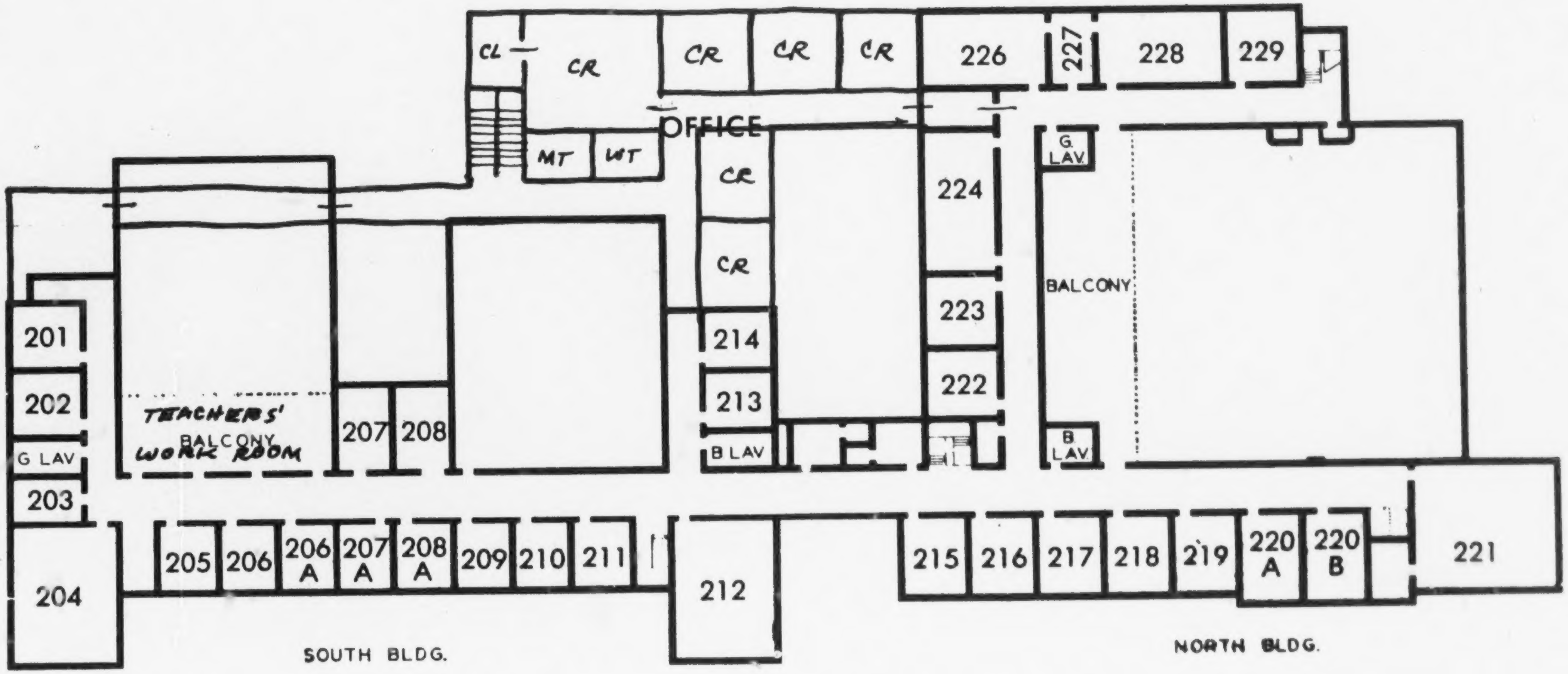
The following floor plans show the recommended changes. With these changes, it will be possible to offer a much more flexible program than is now possible and to improve greatly the traffic patterns within the building to relieve congestion.

In 1976-77, the total enrollment in grades six through eight will be 2,537 pupils. Fair Plain will have a capacity of a little more than 500 pupils; the high school will be able to accommodate between 2,000 and 2,100 pupils. Map 4 shows the suggested boundaries for the two schools along with the capacities and estimated enrollments. The distribution has been based on the present distribution of pupils in grades one through three with allowances for new housing. It is estimated that Fair Plain, with 523 pupils, will have 91 black pupils, or 17 per cent, and that the high school, with 2,014 pupils, will have 1,113 black pupils, or 55 per cent.



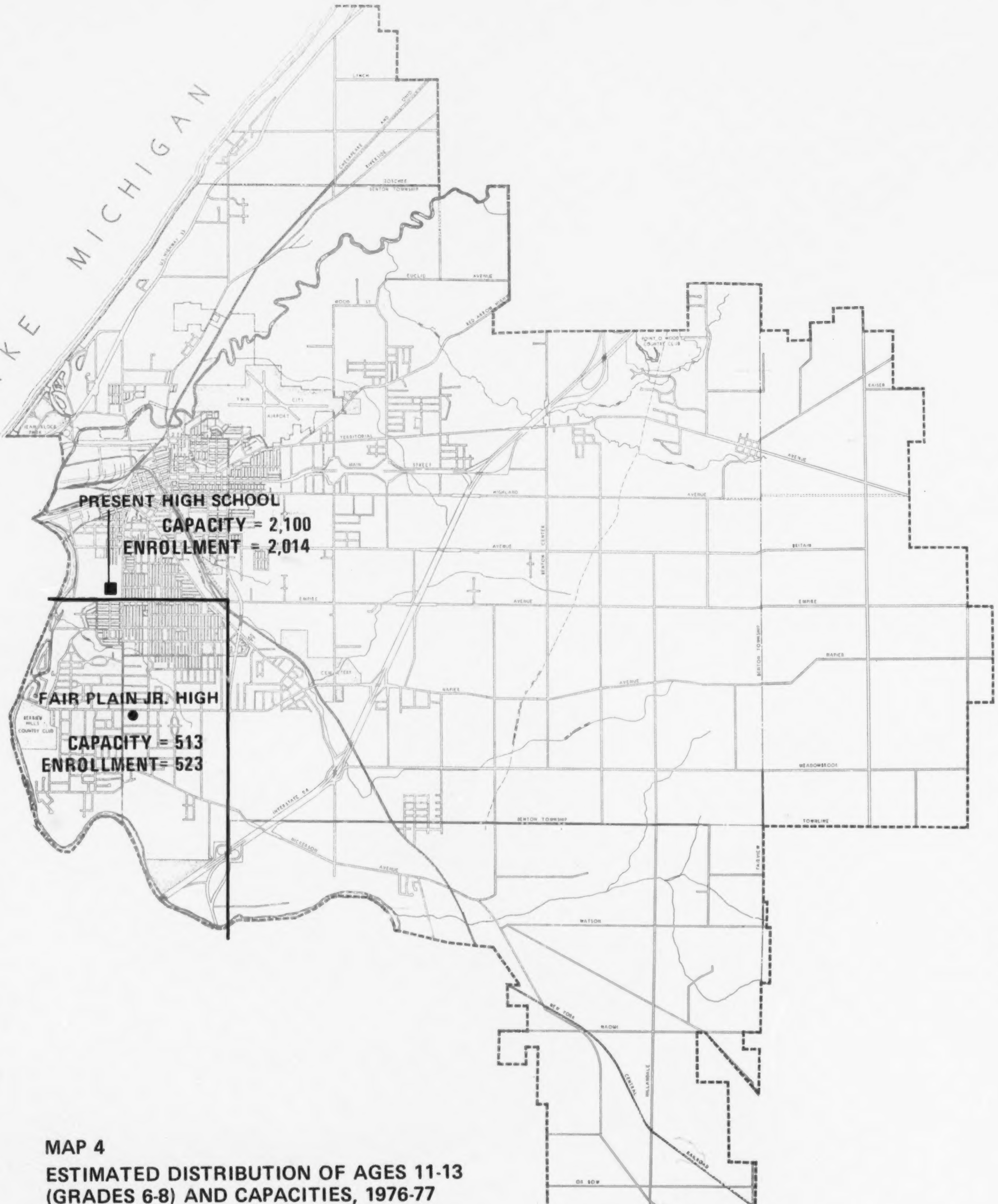
FIRST FLOOR

BENTON HARBOR SENIOR HIGH SCHOOL



SECOND FLOOR

BENTON HARBOR SENIOR HIGH SCHOOL



MAP 4
ESTIMATED DISTRIBUTION OF AGES 11-13 (GRADES 6-8) AND CAPACITIES, 1976-77

Elementary Schools

The elementary program, including children between the ages of 8 and 10, equivalent to grades three through five, has been assigned to buildings which have adequate facilities and adequate size for the program that is to be carried on in these grades. Class sizes of 25 have been assumed, though where possible arrangements should be made for team teaching.

The total capacity will be 2,775 compared with the enrollment in 1976-66 of 2,394. Allowance has also been made in these buildings for special education classes and libraries. As time goes on and enrollments decrease, hopefully some space may be utilized for special art, science, and music rooms. In view of the estimated decrease in enrollments in these grades, it is recommended that no additions be made at present to institute these activities but that they be adopted during the course of the decrease.

Discussion of each school and its sending schools follows:

Pearl (Stump Nickerson, Spinks Corners, Sodus)

Pearl now has 6 classrooms.

Enrollment ages 8-10 (grades 3-5) 1976-77:

Pearl	27
Stump Nickerson	45
Spinks Corners	31
Sodus	47
Total:	150

Provision for library, multipurpose room, and Pearl's pupils ages 3-7 will be required in an addition.

Hull (Millburg, Johnson, Martindale, Boynton, Bard)

Hull has 30 classrooms.

Enrollment ages 8-10 (grades 3-5) 1976-77:

Hull	120
Millburg	44
Johnson	83
Martindale	72
Boynton	137
Bard	212
Total:	668

This enrollment will require 27 classrooms. There will be 3 classrooms available for special education.

Lafayette (North Shore, Eaman)

Lafayette now has 9 rooms; with provision for library it will have 8 rooms.

Enrollment ages 8-10 (grades 3-5) 1976-77:

Total:	155

This will require 6-7 rooms. Depending on distribution, 1 or 2 rooms will be available for special education.

Fair Plain East (Sorter, West)

Fair Plain East now has 15 rooms; with provision for library it will have 14 rooms.

Enrollment ages 8-10 (grades 3-5) 1976-77:

Fair Plain East	94
Sorter	149
West	98
Total:	341

Sterne Brunson

Sterne Brunson now has 21 rooms; it is recommended that the old 1909 section containing 8 classrooms be removed. With provision for library there will then be 12 classrooms.

Enrollment ages 8-10 (grades 3-5) 1976-77:

Sterne Brunson	172
Fair Plain Northeast	75
Fair Plain Northwest	53
Total:	300

Benton Harbor Junior High

It is recommended that the old 1892-96 section be removed; this will leave 19 classrooms and a library. The school can take care of pupils from the present Calvin Britain and Columbus areas.

Enrollment ages 8-10 (grades 3-5) 1976-77:

Calvin Britain	185
Columbus	144
Total:	329

This enrollment will require 13-14 classrooms; there will be an excess of 5 or 6 rooms. These may be used for special education.

Morton (Seely McCord)

Morton now has 23 classrooms; with provision for library there will be 22 rooms.

Enrollment ages 8-10 (grades 3-5) 1976-77:

Morton	265
Seely McCord	186
Total:	451

The enrollment will require 18 classrooms; 4 will be available for special education.

Table 15 presents a summary of the utilization of schools, estimated enrollments, and capacities.

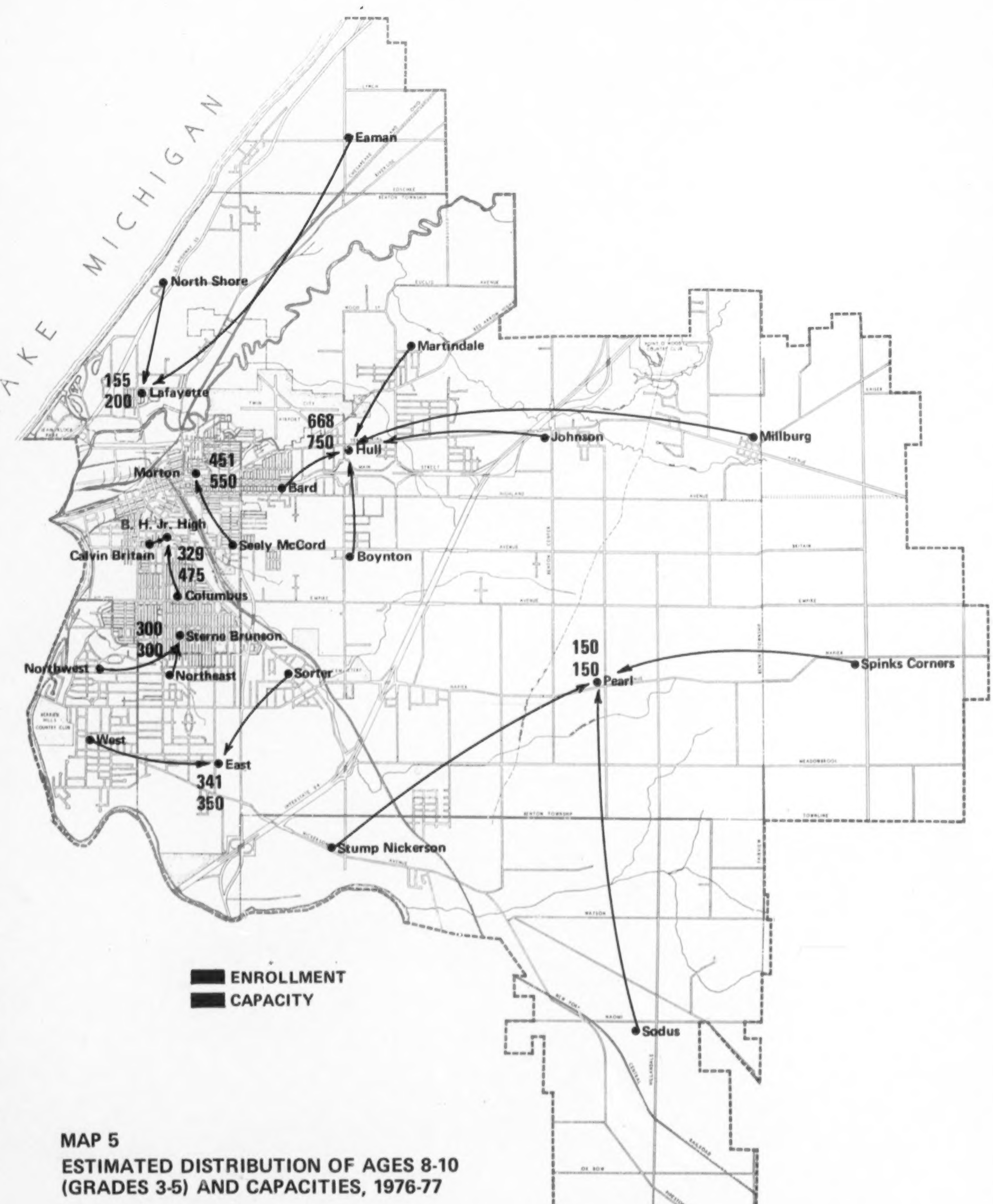
Table 15

UTILIZATION OF SCHOOLS FOR AGES 8-10 (GRADES 3-5) WITH ESTIMATED ENROLLMENTS, 1976-77, AND CAPACITIES

School District of the City of Benton Harbor
Michigan

School and Attending Schools	Estimated Enrollment	Capacity
Pearl - Stump Nickerson-Spinks Corners-Sodus	150	150
Hull - Millburg-Johnson-Martindale-Boynton-Bard	668	750*
Lafayette - North Shore-Eaman	155	200*
Fair Plain East - Sorter-West	341	350
Sterne Brunson - Northeast-Northwest	300	300
Benton Harbor Junior High - Calvin Britain-Columbus	329	475*
Morton - Seely McCord	451	550*
Totals	2,394	2,775

Capacity is calculated at 25 pupils per room; allowance has been made for a library.
* Excess capacity available for special education classes.



MAP 5
ESTIMATED DISTRIBUTION OF AGES 8-10
(GRADES 3-5) AND CAPACITIES, 1976-77

Early Childhood Schools

Children between the ages of three and seven do not require the sophisticated facilities or the large-sized schools which are most effective at the higher grade levels. Also, schools of somewhat smaller size and one-story construction are more in keeping with the needs of these young children. The estimates of enrollments given below assume that, although entrance at ages three and four will be voluntary, a high proportion of parents throughout the district will wish to enroll their children. A full-day program for all children is envisaged.

Insofar as possible a team teaching approach should be used in this program. It is suggested that there be one teacher for 20 pupils. Teacher aides will also be needed in the schools. For the purposes of evaluating enrollments and capacities, it has been assumed that each classroom could contain between 20 and 25 pupils though 20 would be more desirable; and, whenever possible, this figure has been used. In discussing distribution of pupils their present schools are used to identify the pupils in a general attendance area.

Sodus

It is anticipated that Sodus will have 75 pupils ages 3-7. There are 3 classrooms. The multipurpose room will also be useful in team teaching.

Spinks Corners

Spinks Corners has 2 classrooms and will have 47 pupils. This is a little higher than desirable.

Pearl

Pearl's existing classrooms have been counted for grades 3-5. An addition will be needed to house 42 pupils from its attendance area ages 3-7. Also needed will be a multipurpose room and a library.

Stump Nickerson

Stump Nickerson has 4 classrooms. Estimated enrollment will be 72 pupils.

Johnson-Millburg-Hull

Enrollment for ages 3-7 in 1976-77 is estimated as follows:

Hull	189
Johnson	132
Millburg	70
	391

Johnson has 12 classrooms

Millburg has 8 classrooms

Together they will have a capacity of 400 pupils and will be able to accommodate all the pupils from the three school areas.

Martindale

Martindale's enrollment will be 114 pupils ages 3-7, which will require 6 classrooms. The school has 9 classrooms.

Boynton

Boynton has 16 classrooms and a library, or a total of 17 rooms. It is recommended that the original 1890 building be removed, which will leave 13 rooms. Enrollment of 216 pupils ages 3-7 will require 11 classrooms. Since this is an area where growth may be even greater than anticipated, it may be that the 2 excess classrooms will be neded.

Bard

Bard has 16 classrooms in the two buildings and a separate library. Enrollment is expected to be 335 pupils ages 3-7. This will require 17 rooms. The library could serve very satisfactorily for an additional room, possibly for a group of the younger children. If it is decided to retain and remodel the older building, no additional capacity will be needed at this location. Otherwise, an addition equivalent to 8 rooms will be needed.

Sorter- Fair Plain East

Enrollments for ages 3-7 are estimated as follows:

Sorter	237
Fair Plain East	151
	388

The enrollment will require 20 classrooms. The new building at Sorter has 16 classrooms. An addition equivalent to 4 classrooms will be needed. It is recommended that the old building now used for junior high school pupils be abandoned for school use.

North Shore Area

Enrollment in this area will be 244 pupils ages 3-7, requiring 12 classrooms. North Shore has 6 rooms. It will be possible to use the 2 rooms on the main floor at Eaman, and an addition of 4 classrooms and a multipurpose room will be required at North Shore. Continued use of the two basement classrooms and the old schoolhouse at Eaman is not recommended.

Seely McCord-Morton

Enrollment in these two areas is expected to be 715 pupils ages 3-7.

Morton	424
Seely McCord	291
	715

Seely McCord has 24 classrooms now. It is recommended that the old 1902 building be removed, which will leave 16 classrooms. Additional capacity will be needed for 400 pupils. It is recommended that a new school for 400 to 450 pupils be built in the Model Neighborhood area.

Calvin Britain-Columbus

Enrollments in this area are expected to be:

Calvin Britain	293
Columbus	225
	518

Calvin Britain with 20 classrooms has a capacity for 400 pupils. About 120 pupils from the southern part of the present Columbus district will need to be accommodated elsewhere. It is recommended that the Columbus School be abandoned for school use. The City may wish to use the gymnasium for recreation purposes.

Enrollment will then be:

Calvin Britain	293
Columbus	105
	398

Fair Plain-Sterne Brunson-Columbus Area

Total enrollment in this area is expected to be 750 pupils:

Columbus	120
Sterne Brunson	273
Northeast	119
Northwest	83
West	155
	750

Total capacity will be 640 pupils:

Northeast	200
Northwest	140
West	300
	640

It is suggested that West be used for the pupils in its own area and those from Columbus. Enrollment will be:

Columbus	120
West	155
	275

Capacity is 300.

Northwest has a capacity of 140 and enrollment from its present area will be 83 pupils. It is recommended that about 55 pupils from the western part of the Sterne Brunson area attend Northwest School. Total enrollment will be 138 pupils.

Northeast now has a capacity for 200 pupils. Its enrollment and the balance of the enrollment will be:

Northeast	119
Sterne Brunson	218
	337

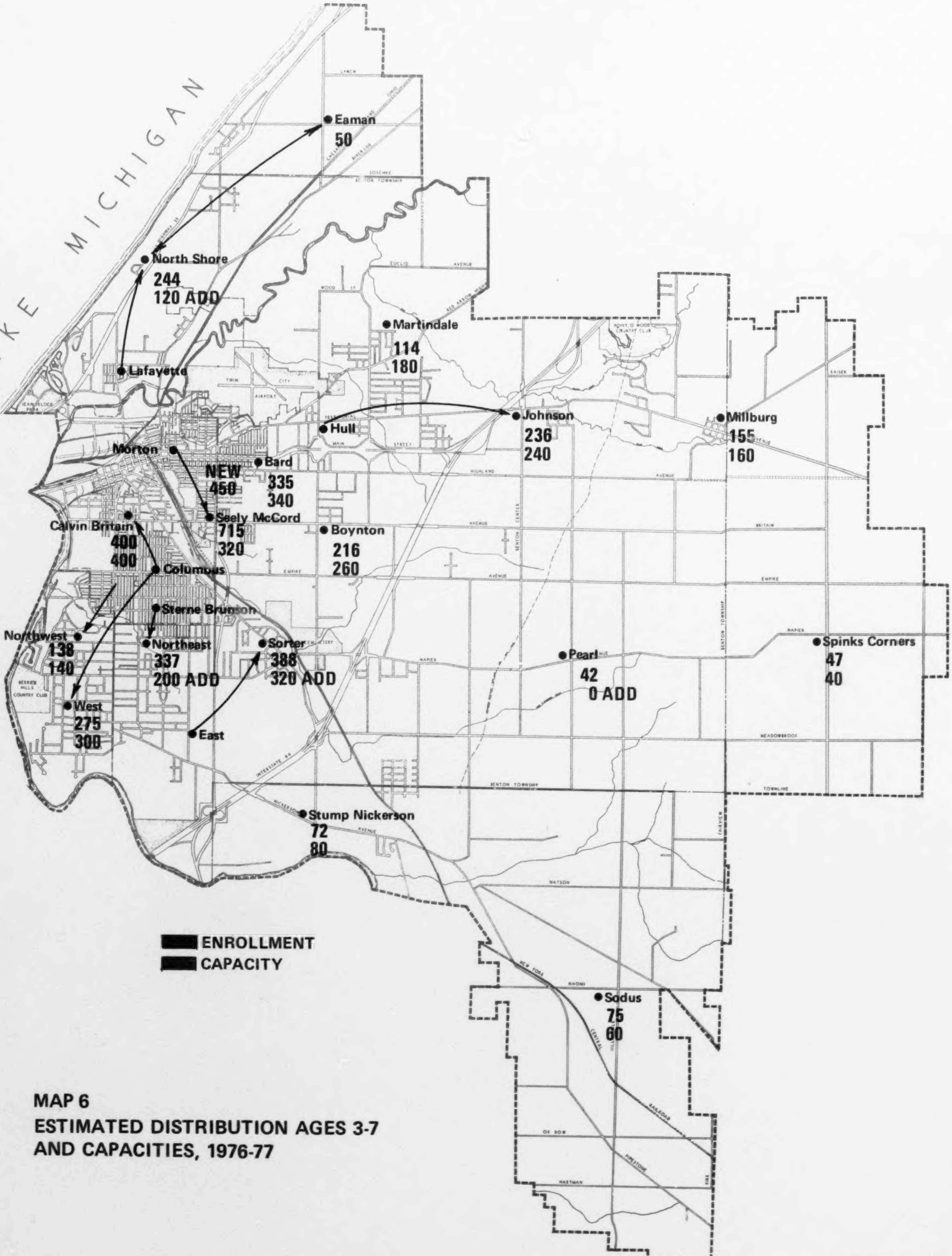
It is recommended that the equivalent of 7 classrooms be added to Northeast.

Table 16

UTILIZATION OF SCHOOLS FOR EARLY CHILDHOOD EDUCATION (AGES 3-7) WITH ESTIMATED ENROLLMENTS, 1976-77, AND CAPACITIES

School District of the City of Benton Harbor
Michigan

Schools and Attending Schools	Estimated Enrollment	Capacity
Sodus	75	60
Spinks Corners	47	40
Pearl	42	0
Stump Nickerson	72	80
Johnson-Millburg-Hull	391	400
Martindale	114	180
Boynton	216	260
Bard	335	340
Sorter-Fair Plain East	388	320
North Shore-Lafayette-Eaman	244	160
Seely McCord-Morton	715	320
Calvin Britain-Columbus (part)	398	400
Fair Plain West-Columbus (part)	275	300
Northwest-Sterne Brunson (part)	138	140
Northeast-Sterne Brunson (part)	337	200
Totals:	3,787	3,200



MAP 6
ESTIMATED DISTRIBUTION AGES 3-7
AND CAPACITIES, 1976-77

Special Education

There will be 13 to 15 classrooms available in the elementary schools for special education classes plus the three at Stump Nickerson. These are:

Hull	3
Lafayette	1 or 2
Benton Harbor J.H.	5 or 6
Morton	4

If even more space is needed, there will be a few classrooms available in the early childhood schools.

In addition, classes should be established at one of the middle schools - the present high school will probably have the most room - and at the new high school.

Racial Balance

Achieving a satisfactory racial balance in the schools of Benton Harbor has been a major concern of this survey. Several factors make it difficult to achieve:

1. For the total district enrollment, by 1974 it is anticipated that 61 per cent will be black and 39 per cent white. Although research has indicated the desirability of blacks attending schools with a majority of white pupils, this would be impossible to achieve on a district-wide basis.
2. Moving black pupils out of the City and its immediate environs into schools in the outlying areas would require considerable expansion of these schools.
3. To abandon elementary schools in the inner city and build new ones in outlying areas would create capital outlay needs beyond the district's ability to pay. This is especially true in the light of the fact that first priority needs to be given to a new high school.

Shown below are the per cent of black students estimated for the elementary and early childhood schools in 1976-77. These percentages have been based on the pupils in grades one through three in 1969-70. They do not take into account any changes in neighborhood patterns which may take place in the intervening years.

Elementary Schools (ages 8-10)	Per Cent Black
Pearl	5.3
Hull	54.2
Lafayette	3.4
Fair Plain East	1.0
Sterne Brunson	28.7
Benton Harbor Junior High	74.8
Morton	95.3
Early Childhood Schools (ages 3-7)	
Sodus	0
Spinks Corners	0
Pearl	2.9
Stump Nickerson	14.4
Johnson-Millburg	40.9
Martindale	6.5
Boynton	67.9
Bard	97.8
North Shore	3.4
Eaman	0
Sorter	5.9
Seely McCord	95.3

Early Childhood Schools (ages 3-7)	Per Cent Black
Calvin Britain	78.4
Fair Plain West	27.3
Northwest	14.5
Northeast	29.7

Food Service

It is recommended that food service be provided in every school and that a central kitchen be constructed from which the prepared food may be transported daily to each school.

An almost explosive change is taking place in the food service programs in schools throughout the country. This is the result of numerous factors:

Facilities and Methods

1. Present inefficient use of space, equipment, and staff used only a few hours of the day.
2. Increased effectiveness of central food preparation areas with satellite serving units in the individual schools.
3. Development of the recon oven and recognition of the practicality of using convection ovens for reheating food within satellite serving areas.
4. Development and use of many labor-saving methods which are practical only for the larger central facility.

Staff

5. Difficulty of acquiring and maintaining a reliable staff.
6. Constant expensive training program for a continuously changing staff.

7. Increased cost of staff in each school combined with more and more demands for increased benefits.

8. Desire and need for many employees to work only for a full day, full week, and full year.

Foods

9. Development on a competitive basis of many new convenience-type foods.

10. Recognition of the versatility of the recon ovens in quick cooking of many foods, coupled with the added convenience of storing the same foods under refrigeration.

11. Advantage, in one large central kitchen, of maintaining both portion and quality control.

Storage

12. Advantage of the major amount of storage being within one central facility instead of being divided among all the schools in the district.

13. Ease of controlling inventory.

14. Minimal amount of storage required in the individual schools.

Service

15. Development of disposable service and efficient disposal units to take care of waste and reduce volume of all garbage, paper, plastic, and other disposable items used, to a pulp which is easily disposed of through typical trash and garbage collection agencies.

16. Obvious cleanliness of the disposal method over that of scraping plates, separating flatware from dishes, and untidy methods many times used in garbage disposal.

Costs

17. Cost savings through increased efficiency in production methods.

18. Cost savings with all ordering and deliveries channeled through one central facility.

19. Cost savings from the lack of necessity for duplicating equipment and storage space.

20. Cost savings through use of a less expensive physical facility. A central kitchen and storage facility may be in a less expensive warehouse-type of construction.

21. Cost saving with less personnel.

Every school has been examined to determine the feasibility of serving. In most cases, the PTA kitchen can be used satisfactorily. In a few cases, it may be necessary to serve from mobile carts in the multipurpose room.

Facilities for Central Administration

The position of superintendent of schools has been established to provide educational leadership for all the schools of the district. His primary function is to see that the curriculum and teaching processes are adequate to meet the needs of all the students. He also has the responsibility of supervising supporting services and of preparing materials for board action. These latter functions must always be considered secondary, however, to the paramount assignment of providing stimulating professional educational leadership for the school system.

To accomplish this leadership function, it is essential that his offices be adequate for conferences with principals, teacher committees, and staff specialists. They should contain a professional library covering all phases of education to which all members of the staff throughout the school system may refer. There should also be provision for a curriculum laboratory which would contain new books, film strips, tapes, motion pictures, samples of the latest developments in various types of audiovisual equipment, aids to reading, and the like where teachers may try out, analyze, and arrive at decisions on their benefit to the school system.

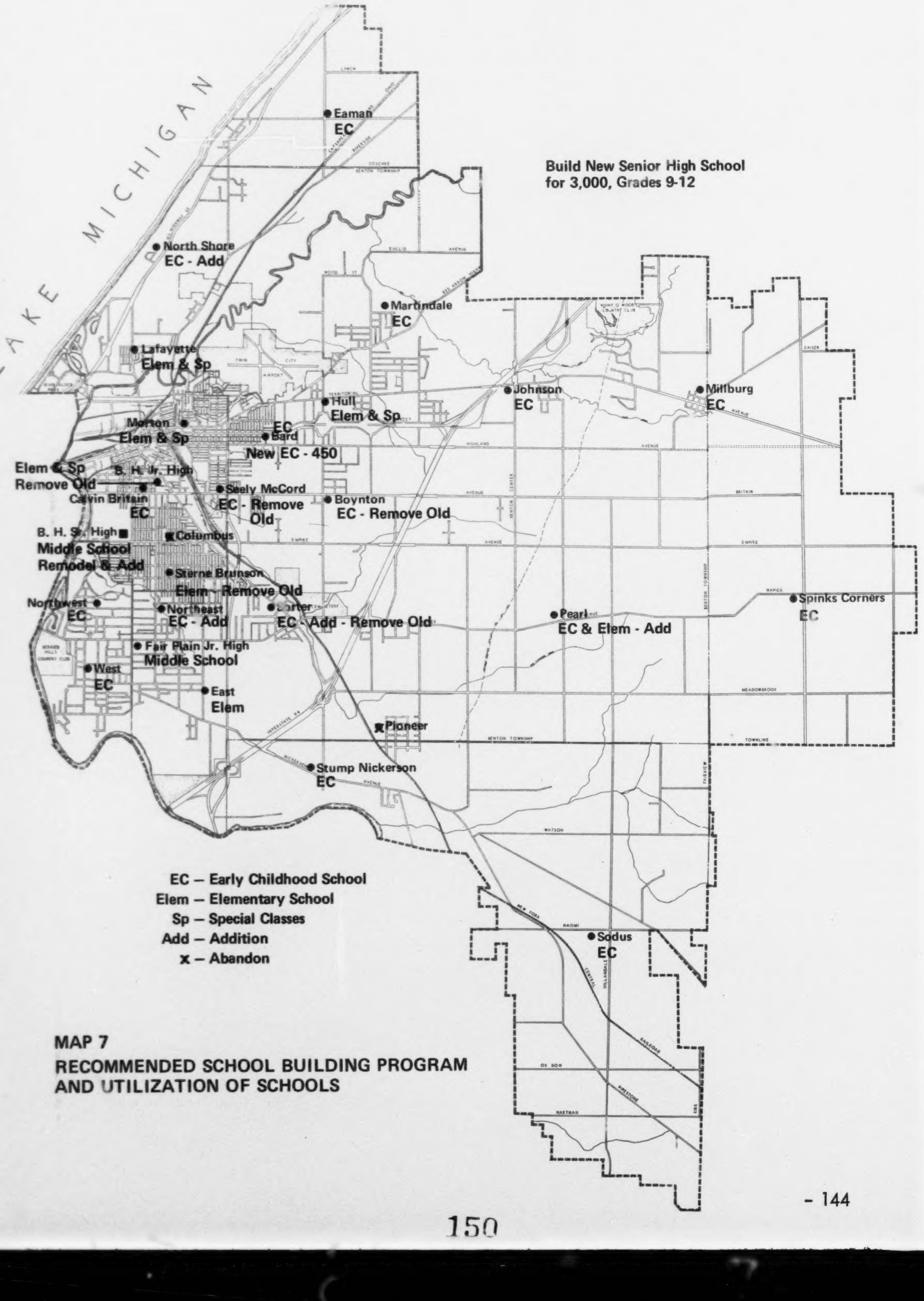
In this same suite the board of education should have an adequate meeting place with all of its materials close at hand. The business offices of the school system should be close by to provide the maximum degree of efficiency for supervision and coordination. Offices for the central staff and specialists should be nearby. It would also be desirable to have central maintenance, transportation, andstorage nearby. If the school district is to receive efficiency and maximum benefits from its administrative staff, it is necessary to provide this kind of coordination and space.

The offices for the administrative functions of the school system are now scattered throughout the district. Major functions are carried on at various locations. Some directors, supervisors, and specialized personnel are located in school buildings. As a result, for direct communication other than by telephone there has to be considerable movement from one place to another with a consequent loss of time.

It is recommended that an administrative center be developed on a site of 20 to 25 acres. This will probably not be in an early priority.

Summary of Recommendations

The following are the major recommendations of this report. They are also shown on Map 7.



MAP 7
RECOMMENDED SCHOOL BUILDING PROGRAM
AND UTILIZATION OF SCHOOLS

1. Organize the schools on the basis of early childhood schools (ages 3-7), elementary schools (ages 8-10), middle schools (ages 11-13), and high school (ages 14-17).

2. Construct a new senior high school for 3,000 students on a new site of about 100 acres.

3. a. Remodel the existing senior high school and convert it to a middle school for 2,100 students.
   b. Use Fair Plain Junior High School as a middle school for 500 pupils.

4. Use the following schools for elementary schools (ages 8-10):

   Pearl
   Hull
   Lafayette
   Fair Plain East
   Sterne Brunson
   Benton Harbor Junior High
   Morton

5. a. Use the following as early childhood schools (ages 3-7):
   Sodus
   Spinks Corners
   Pearl
   Stump Nickerson
   Johnson
   Millburg
   Martindale
   Boynton
   Bard
   Sorter
   North Shore
   Eaman
   Seely McCord
   Calvin Britain
   Fair Plain West
   Northwest
   Northeast
   b. Add to the following schools:
   Pearl - equivalent to 2 classrooms, library, and multipurpose room
   North Shore - equivalent to 4 classrooms
   Sorter - equivalent to 4 classrooms

Northeast - equivalent to 7 classrooms and multipurpose room

c. Build a new school for 450 pupils in early childhood education

6. Abandon the following buildings for pupil use and, where necessary, remove:
    - Columbus - retain gymnasium for community use
    - Benton Harbor Junior High - 1892-96 section
    - Boynton - 1890 section
    - Pioneer
    - Seely McCord - 1902 section
    - Sorter - 1927 building
    - Sterne Brunson - 1909 section

7. Establish a central kitchen and provide food service in every school.

8. Establish a central administrative center for all the administrative services of the district.

Capital Projects Needed

To carry out this program, it will be necessary to establish new capital projects which will necessarily be in priorities over a period of five years, since one will be quite dependent on the other.

1. The first priority is the selection of a site and the construction of a new senior high school for 3,000 pupils. This should move forward immediately in view of the fact that practically the entire long-range program will depend upon its completion. It is recommended that the new school be located in the central part of the school district on a site of not less than 100 acres. The school would contain a diversified curriculum, including prevocational and vocational education for girls and boys. This new school should be considered as a community education center involving adult programs as well as those for youth. Physical education and recreation programs should be broad inviting not only young people but older people to participate. The shops, the art studios, home arts area, language rooms, performing arts facilities, all should be open to the public at large in the evening, weekends, holiday periods in order to gain maximum utilization of the facilities and the greatest benefit to the members of the school district at large. It is estimated that about 450,000 square feet of gross area will be required for this school.

2. Revisions and additions to the present senior high school can be carried on concurrently with the planning of the new senior high school so that they may be completed at the earliest possible date, thus relieving the existing senior high school of its complete half-day program. It is estimated that about 79,000 square feet of new construction will need to be built and that about 18,300 square feet of the existing building will need to be remodeled.

3. Build a new early childhood school in Model Neighborhood with a capacity of 450 children. This could move forward almost immediately. The gross square feet required are estimated at 30,000. This unit could also serve as a training center for teachers and aides needed for future expansion of this program.

4. For the additions to the elementary and early childhood schools, the following is estimated:

   Northeast - equivalent of 7 classrooms and food service - 10,900 square feet
   North Shore - equivalent of 4 classrooms, multipurpose room with stage, and food service - 11,700 square feet
   Pearl - equivalent of 2 classrooms, library, multipurpose room with stage, and food service - 11,200 square feet
   Sorter - equivalent of 4 classrooms and food service - 6,800 square feet

VII

PRIORITIES AND COSTS

Following are the major priorities for new construction:

1. By 1972-73 - remodeling of present high school
2. a. By 1973-74 - construction of new high school for 3,000 students

   b. Remove old sections of Sterne Brunson, Boynton, Seely McCord, Sorter, Benton Harbor Junior High; abandon Columbus.

   c. Construction of new early childhood school for 450 pupils in Model Neighborhood.
3. By 1974-75 - construction of additions to Northeast, North Shore, Pearl, and Sorter

Table 17 shows the utilization of existing schools and the need for new construction year by year.

Table 17
UTILIZATION AND ORGANIZATION OF SCHOOLS
School District of the City of Benton Harbor
Michigan

Year	Ages & Grades	Estimated Enrollment	Classrooms Needed	Capacity or Classrooms Available	Comments
1972-73	14-17 (9-12)	2,991		2,100	Upon completion of remodeling at high school
	12-13 (7-8)	1,744		1,824	Benton Harbor Junior High School - 693; Fair Plain - 513; Hull - 618
	5-11 (K-6)	6,530	223, 24K	232, 25K	13 classrooms available for special education
1973-74	14-17 (9-12)	3,030		3,000	Upon completion of new high school
	11-13 (6-8)	2,633		2,613	Fair Plain - 513; present high school - 2,100
	5-10 (K-5)				
	8-10 (3-5)	2,651	106	110	Providing for libraries, removing old section of Sterne Brunson, and using Benton Harbor Junior High with old section removed; removing Columbus and old sections of Boynton, Seely McCord, Sorter; ages 6-7 at 25 per class; full-day kindergarten
	6-7 (1-2)	1,921	77	163	
	5 (K)	852	43		
	Special		16		
	Total:		242	273	
	Early Childhood	1,060		53	Upon completion of new early childhood school

Table 17 (continued)

Year	Ages & Grades	Estimated Enrollment	Classrooms Needed	Capacity or Classrooms Available	Comments
1974-75	14-17 (9-12)	3,030		3,000	
	11-13 (6-8)	2,653		2,613	
	5-10 (K-5)				
	8-10 (3-5)	2,583	104	110	
	6-7 (1-2)	1,731	87	149	Upon completion of additions to Northeast, North Shore, Pearl, and Sorter; ages 6-7 at 20 per class
	5 (K)	875	44		
	Special		16		
	Total:		251	259	
	Early Childhood	1,060		53	
1975-76	14-17 (9-12)	2,993		3,000	
	11-13 (6-8)	2,632		2,613	
	5-10 (K-5)				
	8-10 (3-5)	2,536	102	110	
	5-7 (K-2)	2,551	128	142	Using balance for early childhood
	Special		16		
	Total:		246	252	
	Early Childhood	1,200	60	60	

Table 17 (continued)

Year		Estimated Enrollment	Classrooms Needed	Capacity or Classrooms Available	Comments
1976-77	14-17 (9-12)	3,036		3,000	
	11-13 (6-8)	2,537		2,613	
	8-10 (3-5)	2,394	96	110	
	3-7 (EC-2)	3,787	190	202	
	Special		16		
	Total:		302	312	

Estimated Costs of Capital Outlay

Following are the estimated costs of new construction, additions, and remodeling. The figures have been based on current market conditions and include cost of construction, site development where necessary, equipment, fees, administration, and contingency. Cost of land is not included.

Renovation and Addition to Present High School	$ 2,653,650
New High School for 3,000 students	14,519,000
Early Childhood School - 450 pupils	882,300
Additions to Northeast, North Shore, Pearl, and Sorter	1,080,800
Total Estimated Cost:	$19,135,750